

	EYFS	Year 1	Year 2
Dance	I can move to music. I can copy dance moves. I can perform some dance moves. I can move around the space safely.	Revisit: <i>I can copy dance moves.</i> I can make up a short dance. I can dance imaginatively. I can change rhythm, speed, level and direction.	Revisit: <i>I can change rhythm, speed, level and direction.</i> I can dance with control and co-ordination. I can make a sequence by linking sections together. I can link some movement to show a mood or feeling.
Physical literacy	Rolling, stepping, walking, jogging, running	Revisit: <i>Rolling, stepping, walking, jogging, skipping, running</i> Crawling, jumping, climbing, hopping	Revisit: <i>Rolling, stepping, walking, jogging, skipping, running, crawling, jumping, climbing, hopping</i> Gallop, leaping,
Games	I can throw underarm. I can roll a piece of equipment. I can move and stop safely. I can catch with both hands. I can kick in different ways.	Revisit: <i>I can throw in different ways.</i> I can hit a ball with a bat. I can use hitting, kicking and/or rolling in a game. I can follow rules.	Revisit: <i>I can follow rules.</i> I can stay in a 'zone' during a game. I can decide where the best place to be is during a game. I can use one tactic in a game.
Focus game	Through stories (scheme name)	Spring – Netball / Tag Rugby Summer – Cricket	Spring – Basketball/ Football Summer – Rounders
Physical literacy	Throwing, catching, rolling, kicking, lifting, placing, stopping, bouncing	Revisit: <i>Throwing, catching, rolling, kicking, lifting, placing, stopping, bouncing</i> Reaching, grasping, gripping, receiving, carrying, sending	Revisit: <i>Throwing, catching, rolling, kicking, lifting, placing, stopping, bouncing, reaching, grasping, gripping, receiving, carrying, sending</i> Passing from hand to hand, striking, trapping, retrieving
Gymnastics	I can make my body tense, relaxed, curled and stretched. I can copy sequences and repeat them. I can roll in different ways. I can travel in different ways. I can balance in different ways. I can stretch in different ways. I can curl in different ways	Revisit: <i>I can make my body tense, relaxed, curled and stretched.</i> I can control my body when travelling. I can control my body when balancing. I can climb safely. I can plan and show a sequence of movements.	Revisit: <i>I can control my movements.</i> I can use contrast in my sequences. I can think of more than one way to create a sequence which follows a set of 'rules'. I can work on my own and with a partner to create a sequence.
Physical literacy	Standing, lying, sitting, stopping, landing (on one and two feet)	Revisit: <i>Standing, lying, sitting, stopping, landing (on one and two feet)</i> Twisting, lunging, bending, stretching, turning	Revisit: <i>Standing, lying, sitting, stopping, landing (on one and two feet), Twisting, lunging, bending, stretching, turning</i> Static balance, dynamic balance, crossing the midline, inversion
Knowledge and understanding	I can copy actions. I can repeat actions and skills.	I can move with control and care. I can copy and remember actions.	I can copy and remember actions. I can repeat and explore actions with control and coordination.
Personal development	I can describe how my body feels before, during and after an activity.	I can describe how my body feels before, during and after an activity I can show how to exercise safely.	I can show how to exercise safely. I can describe how my body feels during different activities. I can explain what my body needs to keep healthy.
Social development	I can talk about what I have done. I can describe what other people did	I can describe what other people did. I can say how I could improve.	I can talk about what is different between what I did and what someone else did. I can say how I could improve
Game sense	I can focus on themes from physical literacy I can recognise where there is a space and their location in relation to 3 others		

I can change direction and pace to outwit another person or pair
 I can progress towards a 'goal' showing early signs of invasion understanding

PE Progression of Skills KS2

Iqra Primary School

	Year 3	Year 4	Year 5	Year 6
Dance	<p>Revisit: <i>I can improvise freely, translating ideas from a stimulus into movement.</i></p> <p>I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. I can make sure my dance moves are clear and fluent.</p>	<p>Revisit: <i>I can use dance to communicate an idea</i></p> <p>I can take the lead when working with a partner or group. I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled.</p>	<p>Revisit: <i>My movements are controlled.</i></p> <p>I can perform to an accompaniment, expressively and sensitively. My dance shows clarity, fluency, accuracy and consistency.</p>	<p>Revisit: <i>My dance shows clarity, fluency, accuracy and consistency.</i></p> <p>I can develop imaginative dances in a specific style. I can choose my own music, style and dance.</p>
Physical literacy	<p>Revisit: <i>Rolling, stepping, walking, jogging, skipping, running, crawling, jumping, climbing, hopping, galloping, leaping</i></p> <p>Balance, agility, coordination, stimuli, continuous</p>	<p>Revisit: <i>Balance, agility, coordination, stimuli, continuous</i></p> <p>Perform, lead, refine, control, stationary, non-stationary, imaginary</p>	<p>Revisit: <i>Balance, agility, coordination, stimuli, continuous</i></p> <p>Perform, lead, refine, control, stationary, non-stationary, imaginary</p> <p>Fluency, accuracy consistency, emotions, creative, graceful, expressive, audience</p>	<p>Revisit: <i>Balance, agility, coordination, stimuli, continuous</i></p> <p>Perform, lead, refine, control, stationary, non-stationary, imaginary</p> <p>Fluency, accuracy consistency, emotions, creative, graceful, expressive, audience</p> <p>Inquisitiveness, degrees of tension, mirroring, complementing, artistic intention</p>
Games	<p>Revisit: <i>I can use one tactic in a game.</i></p> <p>I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support teammates and cause problems for the opposition. I can catch with one hand. I can move to find a space when they are not in possession during a game.</p>	<p>Revisit: <i>I can throw and catch accurately.</i></p> <p>I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending.</p>	<p>Revisit: <i>I can keep possession of the ball.</i></p> <p>I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot.</p>	<p>Revisit: <i>I can use a number of techniques to pass, dribble and shoot.</i></p> <p>I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.</p>
Focus game	<p>Spring – Handball/ Netball Summer – Tag Rugby</p>	<p>Spring – Football/ Hockey Summer – Tennis</p>	<p>Spring – Football/ Tennis Summer – Cricket</p>	<p>Spring – Basketball/ Tag Rugby</p>
Physical literacy	<p>Revisit: <i>Throwing, catching, kicking, placing, stopping, bouncing, reaching, gripping, receiving, sending, passing</i></p>	<p>Revisit: <i>Possession, opposition, spatial awareness</i></p>	<p>Revisit: <i>Possession, opposition, spatial awareness, tactics, attacking,</i></p>	<p>Revisit: <i>Possession, opposition, spatial awareness, tactics, attacking, defending, dribble, back spin,</i></p>

	<p><i>from hand to hand, striking, trapping, retrieving</i></p> <p>Possession, opposition, spatial awareness, static defender</p>	<p>Tactics, attacking, defending, dribble, back spin, forehand, backhand,</p>	<p><i>defending, dribble, back spin, forehand, backhand,</i></p> <p>Agility, back pass, boundary, fielding, bowling, strike, sliding tackle, foul</p>	<p><i>forehand, backhand, agility, back pass, boundary, fielding, bowling, strike, sliding tackle, foul</i></p> <p>Catching in isolation, catching in combination, tagged, dodge, rebound, cross-over dribble, behind the back, offensive attack, pivoting</p>
Gymnastics	<p>Revisit: <i>I can think of more than one way to create a sequence which follows a set of 'rules'.</i></p> <p>I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can adapt sequences to suit different types of apparatus and my partner's ability. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>Revisit: <i>I can adapt sequences to suit different types of apparatus and my partner's ability.</i></p> <p>I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape. I can work in a controlled way.</p>	<p>Revisit: <i>I can combine action, balance and shape.</i></p> <p>I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent.</p>	<p>Revisit: <i>I can make complex or extended sequences.</i></p> <p>I can combine my own work with that of others.</p> <p>I can link my sequences to specific timings.</p>
Physical literacy	<p>Revisit: <i>Static balance, dynamic balance, crossing the midline, inversion</i></p> <p>Dynamic, crouch, free-form, strength, suppleness, stationary movements, non-stationary movements</p>	<p>Revisit: <i>Dynamic, crouch, free-form, strength, suppleness, stationary movements, non-stationary movements</i></p> <p>Emotions, controlled, sustained, sharp, fluid,</p>	<p>Revisit: <i>Dynamic, crouch, free-form, strength, suppleness, stationary movements, non-stationary movements, emotions, controlled, sustained, sharp, fluid,</i></p> <p>Cartwheel, forward roll, travelling along benches, handstands, planned pathway, compositional ideas</p>	<p>Revisit: <i>Dynamic, crouch, free-form, strength, suppleness, stationary movements, non-stationary movements, emotions, controlled, sustained, sharp, fluid, cartwheel, forward roll, travelling along benches, handstands, planned pathway, compositional ideas</i></p> <p>Counter balance, cooperate, combine, circuit, need for accuracy, clarity of movement, symmetrical movements, asymmetrical movements</p>
Athletics	<p>I can run in different directions and at different speeds, using a good technique. I can improve throwing technique. I can reinforce jumping techniques. I can understand the relay and passing the baton. I can choose and understand appropriate running techniques. I can compete in a mini-competition, recording scores.</p>	<p>Revisit: <i>I can run in different directions and at different speeds</i></p> <p>I can select and maintain a running pace for different distances. I can practise throwing safely and with understanding. I can demonstrate good running technique in a competitive situation. I can explore different footwork patterns. I understand which technique is most effective when jumping for distance. I can utilise all the</p>	<p>Revisit: <i>I can practise throwing safely and with understanding.</i></p> <p>I can use correct technique to run at speed. I can develop the ability to run for distance. I can throw with accuracy and power. I can identify and apply techniques of relay running. I can explore different footwork patterns. I understand which technique is most effective when jumping for distance. I can use skills to improve the distance</p>	<p>Revisit: <i>I can explore different footwork patterns</i></p> <p>I can use a variety of running techniques and use with confidence. I can perform a running jump with more than one component. <i>e.g. hop skip jump (triple jump)</i> I can begin to record my peers' performances, and evaluate these. I can demonstrate accuracy and confidence in throwing and catching activities. I can describe</p>

		skills learned in this unit in a competitive situation.	of a pull throw. I can demonstrate good techniques in a competitive situation.	good athletic performance using correct vocabulary. I can use equipment safely and with good control.
Physical literacy	Relay, baton, lane, marathon, foul, false start	Revisit: <i>Relay, baton, lane, marathon, foul, false start</i> High jump, stamina, sprint, bell lap, obstacles	Revisit: <i>Relay, baton, lane, marathon, foul, false start, high jump, stamina, sprint, bell lap, obstacles</i> Hurdles, pole vault, vertical, pace setter	Revisit: <i>Relay, baton, lane, marathon, foul, false start, high jump, stamina, sprint, bell lap, obstacles, hurdles, pole vault, vertical, pace setter</i> Long jump, triple jump, javelin, shot put, discus, endurance
Outdoor activities		I can follow a route accurately, safely and within a time limit. I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	Revisit: <i>I can use clues to follow a route.</i> I can follow a map in a more demanding familiar context. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information.	Revisit: <i>I can change my plan if I get new information.</i> I can follow a map in an unknown location. I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger.
Swimming and water safety	I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. I can perform safe self-rescue in different water-based situations.			
KEY STRANDS IN PHYSICAL EDUCATION				
Knowledge and understanding	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control I can move and use actions with co-ordination and control. I can select and use the most appropriate skills, actions or ideas.	I can make up my own small-sided game? I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game? I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.
Personal development	I can explain why it is important to warm-up and cool-down. I can identify some muscle groups used in gymnastic activities. I can explain why warming up is important.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.
Social development	With help, I can recognise how performances could be improved. I can explain how my work is similar and different from that of others.	I can explain how my work is similar and different from that of others. I can use my observations and comparisons to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.

Game sense	I understand and can use space to pass and move I can consider/ use a number of options and make quick, direct choices to move towards goals I can work to support others and create successful options eg: passing or shooting I can send and receive using a variety of passes and movements I can improve on target practice by 'shooting' at different heights I can begin to apply pressure to an opponent	I can see, move into and create space on the court/ pitch and show understanding of width and depth of the area I can limit the number of options and keep an opposition away from goal I can consider the passing options and look for a forward option I can begin to 'faint' a pass or use my body movement eg: faint a pass or dodge
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