

Physical Education skills progression at Bowness on Solway Primary School

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 explain why it is important to warm-up and cool-down.	I can explain why warming up is important.	I can explain some important safety principles when preparing for exercise.	I can explain how the body reacts to different kinds of exercise.
I can copy actions.	I can show how to exercise safely.	I can describe how my body feels during different activities.	I can explain why warming up is important.	I can explain why keeping fit is good for my health.	I can explain why exercise is important.	I can explain why we need regular and safe exercise.
I can repeat actions and skills.	I can move with control and care.	I can explain what my body needs to keep healthy.	I can select and use the most appropriate skills, actions or ideas.	I can explain what effect exercise has on my body.	I can choose appropriate warm ups and cool downs.	I can apply my skills, techniques and ideas consistently.
I can talk about what I have done.	I can copy and remember actions.	I can copy and remember actions.	I can move and use the most appropriate skills, actions or ideas.	I can move and use actions with co-ordination and control.	I can link skills, techniques and ideas and apply them accurately and appropriately.	I can show precision, control and fluency.
I can describe what other people did.	I can describe what other people did.	I can repeat and explore actions with control and coordination.	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 show good control in my movements.	I can analyse and explain why I have used specific skills or techniques.
I can move to music.	I can say how I could improve.	I can talk about what is different between what I did and what someone else did.	With help, I can recognise how performances could be improved.	I can make up my own small-sided game?	I can compare and comment on skills, techniques and ideas that I and others have used.	I can create my own success criteria for evaluating.
I can copy dance moves.	I can copy dance moves.	I can say how I could improve.	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 modify use of skills or techniques to improve my work.	I can develop imaginative dances in a specific style.
I can perform some dance moves.	I can make up a short dance.	I can change rhythm, speed, level and direction.	I can use my comparison to improve my work.	I can use my comparison to improve my work.	I can perform to an accompaniment, expressively and sensitively.	I can choose my own music, style and dance.
I can move around the space safely.	I can dance imaginatively.	I can dance with control and co-ordination.	I can improvise freely, translating ideas from a stimulus into movement.	I can use dance to communicate an idea.	My movements are controlled.	I can gain possession by working as a team.
I can throw underarm.	I can change rhythm, speed, level and direction.	I can make a sequence by linking sections together.	I can share and create phrases with a partner and in small groups.	I can take the lead when working with a partner or group.	My dance shows clarity, fluency, accuracy and consistency.	I can pass in different ways.
I can roll a piece of equipment.	I can hit a ball with a bat.	I can link some movement to show a mood or feeling.	I can repeat, remember and perform these phrases in a dance.	I can make sure my dance moves are clear and fluent.	I can hit a ball accurately and with control.	I can use forehand and backhand with a racquet.
I can move and stop safely.	I can throw in different ways.	I can stay in a 'zone' during a game.	I can throw and catch with control when under limited pressure.	I am aware of space and use it to support teammates and cause problems for the		I can field.
I can catch with both hands.	I can use hitting, kicking and/or rolling in a game.	I can decide where the best place to be is during a game.				I can use a number of techniques to pass,
I can they kick in different ways.	I can follow rules.					
I can make my body tense, relaxed, curled and stretched.	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						

<p>ways.</p> <p>I can balance in different ways.</p> <p>I can stretch in different ways.</p> <p>I can curl in different ways.</p>	<p>I can control my body when travelling.</p> <p>I can control my body when balancing.</p> <p>I can climb safely.</p> <p>I can plan and show a sequence of movements.</p>	<p>game.</p> <p>I can follow rules. I can use contrast in my sequences.</p> <p>My movements are controlled.</p> <p>I can think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>I can work on my own and with a partner to create a sequence.</p>	<p>I know and use rules fairly to keep games going.</p> <p>I can keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>I can use a greater number of my own ideas for movement in response to a task.</p> <p>I can explain how strength and suppleness affect performances.</p> <p>I can compare and contrast gymnastic sequences, commenting on similarities and differences.</p> <p>I can run at fast, medium and slow speeds, changing speed and direction.</p> <p>I can make up and repeat a short sequence of linked jumps.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p>	<p>opposition.</p> <p>I can catch with one hand.</p> <p>I can they throw and catch accurately.</p> <p>I can move to find a space when they are not in possession during a game.</p> <p>I can adapt sequences to suit different types of apparatus and their partner's ability. I can work in a controlled way.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p> <p>I can link running and jumping activities with some fluency, control and consistency.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can run over a long distance.</p> <p>I can follow a map in a familiar context.</p> <p>I can move from one location to another following a map.</p> <p>I can use clues to follow a route.</p>	<p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can choose the best tactics for attacking and defending.</p> <p>I can include change of speed.</p> <p>I can include change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of 'rules' to produce a sequence.</p> <p>I can combine action, balance and shape.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>I can combine running and jumping.</p> <p>I can follow a map in a more demanding familiar context.</p> <p>I can move from one location to another following a map.</p> <p>I can use clues to follow</p>	<p>dribble and shoot.</p> <p>I can make complex or extended sequences.</p> <p>I can perform consistently to different audiences.</p> <p>My movements are accurate, clear and consistent.</p> <p>I can combine my own work with that of others.</p> <p>I can link my sequences to specific timings.</p> <p>I am controlled when taking off and landing in a jump.</p> <p>I can throw with accuracy.</p> <p>I can follow specific rules.</p> <p>I can follow a map in an unknown location.</p> <p>I can use clues and compass directions to navigate a route.</p> <p>I can change my route if there is a problem.</p> <p>I can change my plan if I get new information.</p> <p>I can plan a route and series of clues for someone else.</p> <p>I can plan with others taking account of safety</p>
---	---	---	---	--	--	--

				I can follow a route safely.	a route. I can follow a route accurately, safely and within a time limit.	and danger.
--	--	--	--	------------------------------	--	-------------