

## Progression of Skills Document

<b>3 Pillars of Physical Education</b>		
<p><b>Motor competence</b> Accurate movements, movement patterns, movement techniques and sequences</p>	<p><b>Rules, strategies and tactics</b> Conventions, regulations, strategies that are specific to participation in an activity/ sport</p>	<p><b>Healthy participation</b> Safe practice, how to participate, short- and long – term impacts of participation</p>
<p><b>Declarative knowledge</b> How well do pupils recall the key points for success in a movement/ movement patterns they have learned? <b>Procedural knowledge</b> How well do the pupils demonstrate accurate, safe and efficient movement patterns?</p>	<p><b>Declarative knowledge</b> How well do pupils recall the rules, tactics and strategies for success they have learned? <b>Procedural knowledge</b> How well do pupils demonstrate rules, strategies and tactics in a specified context?</p>	<p><b>Declarative knowledge</b> How well do pupils recall they key points for healthy participation they have learned? <b>Procedural knowledge</b> How well do pupils demonstrate safe practice of how to participate</p>
<p><b>Each of the 3 pillars is progressed in every aspect the curriculum.</b></p>		

**Fundamentals – The PE Assessments are carried out by the PE Service once a year. From the data collected the class teacher will identify 2 elements from each of Static Balance, Dynamic Balance and Floor Movement Patterns to focus on within the fundamental unit of work. These may be different or the same for each class and year group.**

# Health and Fitness

## (links with PSHE and Science)

<b><u>Nursery</u></b>	<b><u>Reception</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
Know that I get hot or out of breath when exercising.	Describe how the body feels when still and when exercising	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier

# Gymnastics

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>National Curriculum</b>							
Demonstrate strength, balance and coordination when playing;		Develop balance, agility and coordination, and begin to apply these in a range of activities			Develop flexibility, strength, technique, control and balance		
<b>Shape</b>							
I can use shapes such as star, tall, wide and small.	I can use shapes such as star, tall, wide and small. I can use my core muscles strength to use good posture.	I can make different shapes (tuck, pike and straddle).	I can say and show how the apparatus makes my movements or shapes different or better (tuck, pike and straddle).	I can show tension and clarity of shape (tuck, pike, straddle, arch and dish) I can demonstrate and perform mirroring in my shapes.	I can show tension and clarity of shape on floor and on apparatus (tuck, pike, straddle, arch and dish). I can demonstrate and perform mirroring and matching in my shapes.	I can show tension and clarity of shape on floor, on apparatus and within a group (tuck, pike, straddle, arch and dish). I can move from shape to shape in unison.	I can show tension and clarity of shape on floor, on apparatus and within a group to create a sequence (tuck, pike, straddle, arch and dish). I can move from shape to shape using canon.
<b>Balancing</b>							
I can begin to keep my body still when sitting and standing. I can hold a pose in a game like musical statues.	I can begin to show balances in different ways e.g. static and dynamic  I can begin to hold a pose on one leg	I can say or show what a balance is. I can show which I find easiest and hardest and the reasons why.	I can show balances on apparatus. I can say and show how the apparatus makes my movements or balances different or better. I can balance on	I can show 2 balances at different levels (high, medium, low) using small and large body parts. I can work with a partner to create mirroring balances.	I can show 3 balances at different levels (high, medium, low). I can work with a partner to show contrasting balances. I can reduce my level of contact	I can show 1,2,3 and 4 point balances. I can show a weight on hands balance in a controlled way. I can show symmetrical balances on and off apparatus	I can show 1,2,3 and 4 point balance. I can use counter balance in group and partner balances. I can develop technique, control and

	for a short time.	I can say or show how I keep balance when I am not in a stable or steady position	large and small body parts. I can begin to show an inverted balance I can begin to show a dynamic balance.	I can move from one balance to another. I can show an inverted balance with control. I can show a dynamic balance with control.	with the floor to move from one balance to another. I can show an inverted balance on apparatus. I can show a dynamic balance on apparatus.	I can show asymmetrical balances on and off apparatus. I can show counter tension in group or partner balances.	complexity of counter balances. I can link balances together with flowing movements On and off apparatus.
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**Jumps**

I can jump safely, bending my knees when landing. Straight jump Jumping Jack	I can jump safely, bending my knees when landing With control. I can jump along, on and off apparatus. Straight jump jumping jack Tuck jump	I can jump and propel myself forwards and backwards without falling when I land.  Straight jump Jumping jack tuck jump Cat leap	I can create other ways of jumping eg, 2 feet to 1 foot, 1 foot to 2 feet. I can perform jumps with control and accuracy.  Straight jump Jumping Jack Tuck jump Cat leap Half turn jump	I can show different jumps on and off apparatus. I can negotiate space when working in amongst peers.  Straight jump Jumping jack Star jump Tuck jump Cat leap Cat leap half turn Straight jump Half turn	I can jump over or navigate different barriers and land safely. I can perform jumps in a group with a focus of linking and travelling between jumps I can mirror a jump with a partner or group.  Straight jump Jumping Jack Star jump Tuck jump Cat leap Cat leap half turn Straight jump half turn & full turn pike jump straddle jump	I can combine travel and jumps or movements each under control. I can perform jumps in unison with a partner or a group.  Straight jump Jumping jack Star jump Tuck jump Cat leap Cat leap half turn Straight jump half turn& full turn Pike jump Straddle jump Split leap Stag jump	I can combine travel with 3 jumps or movements each under control and gain distance. To check. I can perform a jump in a group or with a partner using unison, canon and in different directions.  Straight jump Jumping jack Star jump Tuck jump Cat leap Cat leap half turn & full turn Straight jump half turn& full turn
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							Pike jump Straddle jump Split leap Stag jump
<b>Rolls</b>							
I can begin to understand how to do a pencil roll. I can begin to understand how to rock back and forth.	I can do a pencil roll. I can do an egg roll.	I can do a pencil roll in a controlled way. I can do an egg roll in a controlled way.	I can perform a teddy bear roll.	I can perform an arch to dish roll with tension and extension. I can perform the rocking on the back element of the forward roll.	I can understand and explain how to perform a forward roll to sitting in the tuck position.	I can understand and explain how to perform a forward roll to sitting in the pike/straddle position.	I can understand and explain how to perform a forward roll to standing.
<b>Traveling</b>							
I can use and remember sequences and patterns of movements which are related to music and rhythm. I can decide whether to crawl, walk or run. I can begin to travel in a variety of ways: Walk, run, crawl, tiptoe, jump, climb	I can progress to a more fluent style of moving with control and grace. I can travel in a variety of ways with control: walk, run, crawl tiptoe, jump, climb, gallop, skip, hop, side step.	I can travel fluently using different ways of travelling e.g. animals. – bear crawls I can show I can travel confidently in a variety of ways	I can keep my balance when I travel in a straight line on, along and over a piece of equipment.	I can begin to use some basic travelling along the floor e.g., side stepping, skipping and making them appropriate for gymnastics such as the introduction of arms.	I can begin to include turns and leaps in my travelling. I can mirror and match travelling with a partner or group. I can work on my own or with others to cover space.	I can combine travel and dynamic balance to gain height and distance. I can begin to introduce gymnastic specific ways of moving. E.g. chasse step.	I can combine travel with 3 jumps or movements each under control and gain height and distance. I can confidently coordinate travelling with my partner or group in different directions using canon and unison.
<b>Linking Movements</b>							

I can begin to combine different movements with support.	I can combine different movements with some control.	I can clearly show moving from one movement to another with fluency and ease.	I can link movements by introducing travelling between them.	I can link movement with travelling and leaps.	I can link movement with travelling and leaps with fluency creating a seamless movement.	I can show ways we can canon and unison in a sequence. I can move slowly and with control from one balance to another.	I can clearly link one movement to another in unison and canon with other members of the group.
<b>Perform/ Routine</b>							
I can start to perform on my own	I can perform on my own with control.	I can begin to show different balanced starting and finishing positions and apply these to different activities. I can begin to perform learnt skills with some control.	I can perform and link 3 different balances with starting and finishing positions I can perform learnt skills with increasing control.	I can perform a sequence which links 4 balances with a clear starting and finishing positions. I can perform learnt skills and techniques with control and confidence.	I can perform and link 4 different balances on the floor including one inverted balance with a partner with a clear starting and finishing position. I can perform and apply skills and techniques with control and accuracy.	I can perform with a partner showing symmetry and asymmetry on the floor and apparatus with a clear starting and finishing position I can consistently perform and apply skills and techniques with accuracy and control. .	I can perform a sequence or movement phrase with a partner showing matched and mirrored movement and balances and both symmetrical and asymmetrical shapes on floor and on apparatus with a clear starting and finishing position. I can perform and apply a variety of skills and techniques confidently, consistently and with precision.
<b>Evaluate</b>							
I can say what I have	I can say what I did in the lesson	I can show or tell what I am	I can reflect on my own choices and say	I can judge what is good about my (and our)	I can evaluate other peoples work and	I can explain what skills and techniques	I can review my performance and decide what I

done in the lesson.	and what I enjoyed.	doing to get better at something and show how I have improved.	or show which parts worked well and which could have been better and why.	performance and decide what I/we need to do next to improve. I can explain my choices and reflect on it.	consider what is good and how to improve it. I can modify skills and techniques to achieve a better result.	others have used and the effect it has.	have done well and say what I need to do to improve my routine and work as a group to make those changes. I can suggest well thought out and appropriate improvements.
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**Collaboration**

I can work with an adult	I can work well with an adult and begin to work with other children.	I can work with a partner	I can work as part of a small group	I can work with a partner or small group of 3	I can work and perform with a partner or small group of 3.	I can work and perform with a partner or small group of 3 and 4 I can work with a partner to show symmetry and asymmetry. I can work as a small group to show travel, stillness and 2 different levels	I can work with a partner or groups and communicate confidently to create and improve my own routine.
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# Dance

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>National Curriculum</u></b>							
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		Perform dances using simple movement patterns		Perform dances using a range of movement patterns			
<b><u>Shape &amp; Balance</u></b>							
I can begin to show and hold shape.	I can show and hold simple shapes and balances.	I can follow simple choreographic devices using mirroring	I can follow simple choreographic devices using mirroring	I can begin to develop flexibility and strength in demonstrating shapes and balances. I can demonstrate and perform mirroring and matching.	I can begin to develop flexibility and strength in demonstrating shapes and balances. I can demonstrate and perform mirroring and matching	I can develop flexibility and strength in demonstrating shapes and balances. I can demonstrate and move in unison and.	I can develop flexibility and strength in demonstrating shapes and balances. I can demonstrate and move using canon.
<b><u>Travelling</u></b>							
I can begin to move in a variety of ways, trying: running, jumping, skipping and hopping	I can move in a variety of ways: running, jumping, skipping and hopping.	I can begin to use coordination to develop fluid movement when travelling.	I can use coordination to develop movement when travelling.	I can use coordination to develop fluid movement when travelling.	I can develop and awareness of space when travelling.	I can begin to show clarity, fluency, accuracy and consistency when travelling.	I can show clarity, fluency, accuracy and consistency when travelling.
<b><u>Dynamics</u></b>							

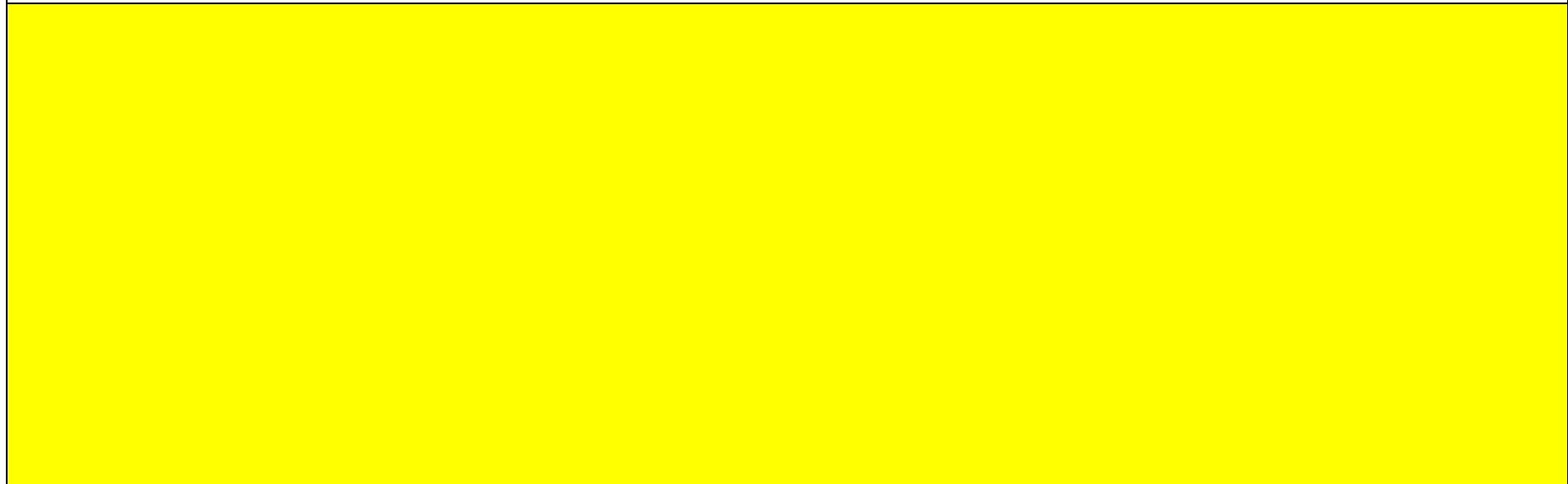


I can begin to move in response to music or rhythm heard. I can begin to show how I can change speed – slow and fast.	I can move in response to music or rhythm. I can vary the speed of my actions.	I can show how to start and stop movement using music	I know how to change rhythm, speed, level and direction using music.	I can improvise freely and translate ideas from a stimulus into movement.	I can use a theme as a stimulus to create ideas. I can use dance to communicate an idea	I can be creative when composing a dance. I can show change of pace and timing.	I can use dramatic expression in performing. I can choose my own music and style.
<b>Linking Movements</b>							
I can join a range of movement together	I can show a short, repetitive dance pattern.	I can copy or make up a short dance using simple movement patterns.	I can show a sequence linking simple movement patterns together.	I can repeat a range of movement patterns. I can create a simple motif.	I can repeat a range of movement patterns. I can show different dance techniques when linking movement.	I can identify and repeat movement patterns and actions of different styles of dance.	I can develop sequences in a specific style.
<b>Collaboration</b>							
I can work with an adult	I can work well with an adult and begin to work with other children.	I can work with a partner	I can work as part of a small group	I can work with a partner or small group of 3	I can work and perform with a partner or small group of 3.	I can work and perform with a partner or small group of 3 and 4 I can work with a partner to show symmetry and asymmetry. I can work as a small group to show travel, stillness and 2 different levels	I can work with a partner or groups and communicate confidently to create and improve my own routine.
<b>Evaluate</b>							

I can talk about what I have done.	I can watch and talk about what others have done.	I can watch and describe performance expressing my feelings and responses. I can begin to say how they could improve.	I can watch and describe performances, and use what I see to improve my own performance. I can talk about the differences between my work and that of others.	I can watch, describe and evaluate the effectiveness of a performance. I can describe how my performance has improved over time.	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. I can modify use of skills or techniques to achieve a better result.	I can choose and use criteria to evaluate my own and others' performances. I can explain why I have used particular skills or techniques, and the effect they have had on my performance	I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements. I can modify some elements of a sequence as a result of self and peer evaluation. I can use complex dance vocabulary to compare and improve work.
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**Cross curricular**

**Link with current topic area or book**



# Games

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>National Curriculum</b>							
Negotiate space and obstacles safely, with consideration for themselves and others		Participate in team games, developing simple tactics for attacking and defending		Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending			
<b>Invasion Games –Netball, Hockey, Football, Basketball, Tag Rugby (TRAVEL, PASS, POSSESSION)</b>							
I can start taking part in some group activities. I can begin to throw a ball. I can begin to kick a ball	I can move a ball in different ways, including bouncing and kicking. I can kick an object at a target.	I can travel with a ball in different ways. I can travel with a ball in different directions (side to side, forwards and backwards) with control and fluency I can pass the ball to another player in a game.	I can bounce and kick a ball whilst moving. I can use kicking skills in a game. I can use dribbling skills in a game. I can show how to pass the ball in different ways.	I can move with the ball in a variety of ways with some control. I can use two different ways of moving with a ball in a game. I can pass the ball in two different ways in a game situation with some success. I can show how to keep and win back possession of the ball in a team game	I can move with the ball using a range of techniques, showing control and fluency. I can pass the ball with increasing speed, accuracy and success in a game situation. I can show how I contribute towards helping my team to keep and win back possession of the ball in a team game.	I can use a variety of ways to dribble in a game with success. I can use ball skills in various ways, and begin to link together. I can pass a ball with speed and accuracy using appropriate techniques in a game situation. I can keep and win back possession of the ball effectively in a team game.	I can show confidence in using ball skills in various ways in a game situation, and link these together effectively. I can choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. I can keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Net and Wall –Tennis, Badminton, Volleyball</b>							

I can start taking part in some group activities. I can begin to throw a ball. I can begin to kick a ball.	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target.	I can balance an object on a racket and travel in different directions without dropping the object or bumping into anyone. I can throw equipment underarm using the correct technique. I can use a variety of skills and movements including aiming into space to win games.(eg throwing a beanbag)	I can move fluently changing direction and speed with increasing confidence. I can perform a range of actions including catching, gathering, throwing, sending and passing. I can master basic throwing techniques.	I can develop control of a piece of equipment with or without a racket (e.g. shuttle) I can hit the equipment in the air with varying height and direction. I can send a ball into a space to make it difficult for an opponent to receive.	I can continue to control the ball or shuttle with or without the racket including the different shots that can be performed, e.g., underarm serve in tennis as an underarm throw. I can move around the area with purpose. I can send the ball into a space to make it difficult for my opponent/opponents.	I can use the correct grip to hold the racket for different hitting positions. I can begin to improve the consistency of shots leading to longer rallies. I can begin to direct the ball towards the opponent's area using a racket. I can begin to use good footwork that means the ball is hit in the right position.	I can explore different skills using the racket. I can improve consistency of shots/throws helping to win the game. I can consistently use the read position and understand the importance tactically.
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**Striking and Fielding – Cricket, rounders**

	I can hit a ball with a bat or racket	I can move fluently changing direction and speed. I can use basic control of the ball when throwing and rolling.	I can control a bat or racket to hit a ball off a tee or cone to make it go where I want and use this in a game situation. I can combine moving and stopping with control to pick	I can perform basic skills with control and accuracy. I can throw the ball with increasing distance using an appropriate throw. I can hit a ball using the correct technique.	I can hit a ball with control and accuracy in a specific direction. I can move into a fielding position that makes it difficult for the batting team. I can use a variety of different throws within a game	I can adapt games so everyone has a roll to play. I can hit the ball with purpose and varying techniques to change direction. I can begin to include correct bowling techniques.	I can bowl using the overarm technique with accuracy aiming at a target. I can stop the ball using the correct technique eg, long barrier. I can use clear communication to support and
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		I can receive the ball successfully when rolled across the floor.	up/collect an object and send it accurately to a target or partner.	I can take part as both batter and fielder.	situation eg, bowling overarm and underarm in the correct situation.		instruct other members of my team when fielding.
<b>Attacking and Defending</b>							
Not appropriate		I can understand and begin to apply basic attacking and defending principles to a small activity.	I will learn simple tactics for attacking and defending. I can successfully beat a defender, e.g., defend a bib, crab and seaweed game.	I can apply basic principles of attacking and defending. Attacking – find space Defending – challenge a player in possession.	I can explain and apply the basic attacking and defending techniques, e.g., protecting a ball. I can enhance set movements that can be used in attacking play, e.g., through teamwork.	I can understand the sport specific attacking and defending principles. I can say the difference between attacking and defending skills.	I can use attacking and defensive principles when using a formation in a game situation, e.g., attackers and defenders. I can understand different ways to attack and defend as a team or individually.
<b>Using Space</b>							
I can begin to understand what the term 'space' means. I can begin to find a space on my own when directed	I can understand what the term 'space' means. I can move into a space on my own when directed or independently	I can play chasing and avoiding games and activities in small groups with and without equipment.	I can change speed and direction and show different pathways when I am travelling in a space. I can look up to avoid others and can stop when I want and when instructed.	I can take up spaces and positions that make it difficult for opponents.eg defensive positions.	I can move in different directions focusing on moving away from an opponent. E.g. attacking positions. I can put the ball into space making it more difficult for the opponent.	I can increase awareness of how to use space to create an attacking opportunity.	I can show good awareness of others in a game situation and where pupils should move to create space and an advantageous position. I can identify spaces and understand the tactic of hitting into gaps.
<b>Tactics</b>							

Not appropriate		I can say or show which piece of equipment I think will work best in different situations and why	I can work out where to send a ball or object to try to win points in small games and activities.	I can select passes that keep possession of the ball. I can work with my team to send/hit a ball into space leading to more points for my team.	I can employ and explain simple tactics that would work in a game situation.	I can use a variety of tactics like the use of space and body position to keep possession of the ball or score more points for myself or my team.	I can use a variety of tactics to keep possession of the ball applying principles of attacking. I can work successfully with my team to gain more points than before.
<b>Rules</b>							
I can begin to understand and follow basic rules	I can take part in small games with basic rules, e.g., staying within an area for tag.	I can take part in a game with simple rules e.g., bean bag rounders.	I can understand and follow the rules of the game.	I can follow the rules of modified sports.	I can demonstrate good knowledge of the rules and support others.	I can apply sport specific rules to a game.	I can understand the rules of a sport specific game and participate following these rules.
<b>Compete</b>							
I can begin to take part in simple team games	I can participate in simple team games.	I can play cooperative games and activities with a partner or group using a range of equipment and try to beat our best score I can play chasing and	I can play cooperative and competitive games and activities with others where we send and receive balls and other objects in different ways and am able to keep score.	I can make up and play cooperative and competitive games over a barrier or lines on the floor or wall using equipment and parts of my body. I can follow the rules of a game.	I can take part in modified games. I can take part in modified games and work with other members of the team using the school values or school game values.	I can travel with, send and receive a ball successfully in different ways, and using a range of equipment. Apply in small sided, cooperative and competitive situations. I can work individually and as part of a team to	I can use space with changes in pace and direction to outwit an opponent or create space both on my own and with others. Apply to activity/game situation.

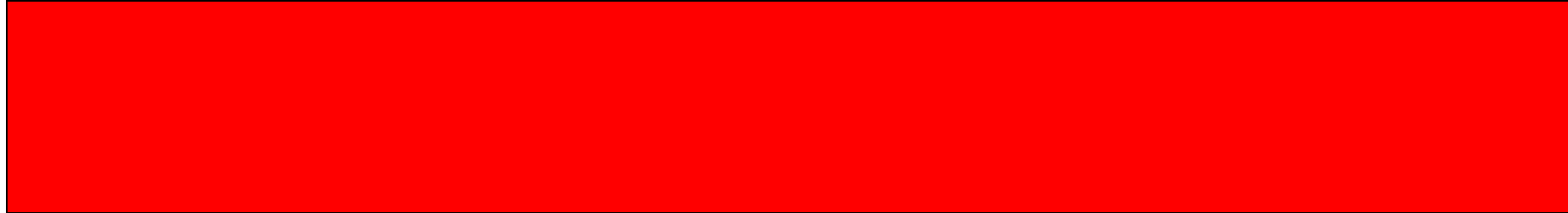
		avoiding games and activities in small groups with and without equipment.	I can make up and play a small sided games with others that includes striking/sending a ball, travel and scoring points.			solve simple problems.	
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**Evaluate**

I can talk about what I have done.	I can watch and talk about what others have done.	I can show or tell what I am doing to get better at something and show how I have improved.	I can show or tell what I am doing to get better at something and show how I have improved.	I can recognise and explain what a good performance is. I can identify what I do best and what I find difficult.	I can learn to recognise my own personal success. I can identify and explain how to improve my performance.	I can explain why someone else's performance is good and feed that back to them. I can identify my own strengths and weaknesses and explain why I think that way.	I can identify and evaluate parts of my own game with others also providing constructive feedback.
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**Collaboration**

I can work with an adult	I can work well with an adult and begin to work with other children.	I can communicate using kind words and supporting each other.	I can support someone else when they are struggling.	I can keep possession of the ball as part of a team.	I can work with and support team mates to keep possession of the ball	I can communicate well with my team to support each other using encouraging words.	I can show good communication and understanding of my teammates strengths and weaknesses when working together
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# Athletics

<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>National Curriculum</u></b>							
Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance and coordination when playing Move energetically such as running, jumping, dancing, hopping, skipping and climbing.		Master basic movements including running, jumping, throwing and catching		Use running, jumping, throwing and catching in isolation and in combination			
<b><u>Running</u></b>							
I can begin to run in a variety of ways.  I can run in different ways for a variety of purposes.	I can vary my pace and speed when running. I can show good posture and balance when running. I can change direction when running. I can maintain control when changing direction.	I can vary my speed and direction of travel. I can run at different paces. I can travel at different speeds. I can run with basic technique.	I can identify and demonstrate how different techniques effect performance. I can select a suitable pace and speed for the distance. I can maintain and control a run over different distances.	I can demonstrate a technique for sprinting focusing on arm and leg action. I can speed up and slow down smoothly. I can adjust running pace to suit the distance.	I can accelerate from a variety of positions. I can continue to practice and refine my technique. I can select the most suitable pace for the distance in order to maintain a sustained run.	I can confidently and independently select an appropriate pace for different distances and different parts of a run. I can demonstrate endurance and stamina over distance to maintain a sustained run.	



### Jumping

<p>I can begin to jump in a variety of ways.</p> <p>I can jump in a range of ways and land safely.</p>	<p>I can perform different types of jump: two feet to two feet, two feet to one foot, one foot to two feet. Etc.</p> <p>I can jump as high as possible I can jump as far as possible</p> <p>I can land safely with control.</p>	<p>I can perform different types of jump: two feet to two feet, two feet to one foot, one foot to two feet. Etc.</p> <p>I can combine different jumps together with some fluency and control.</p> <p>I can jump a distance with some control.</p> <p>I can choose appropriate ways to jump to cover different distances.</p>	<p>I can use one and two feet to take off and land with.</p> <p>I can develop an effective take off.</p> <p>I can develop effective flight. E.g. in standing long jump.</p> <p>I can land safely with control</p>	<p>I can learn how to combine moves to perform a jump. E.g. standing triple jump.</p> <p>I can land safely and with control.</p> <p>I can begin to measure the distance jumped.</p>	<p>I can improve technique for jumping for a distance.</p> <p>I can perform effective jumps E.g., triple jump, standing long jump.</p> <p>I can land safely and with control.</p> <p>I can measure distance and height jumped.</p>	<p>I can develop technique for jumps E.g. vertical jump.</p> <p>I can maintain control for different stages of jumps E.g., triple jump and standing long jump.</p> <p>I can land safely and with control.</p> <p>I can measure distance and height jumped with accuracy.</p>
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### Throwing

<p>I can roll equipment in different ways</p> <p>I can begin to throw underarm.</p> <p>I can throw an object at a target.</p>	<p>I can throw underarm and overarm</p> <p>I can throw a ball with increasing accuracy.</p> <p>I can develop throwing for distance using more power.</p>	<p>I can throw different types of equipment in different ways for accuracy and distance.</p> <p>I can throw with accuracy at targets.</p>	<p>I can throw with greater control and accuracy</p> <p>I can show increasing control in my over arm throw.</p> <p>I can begin to perform a push throw, e.g., shot put.</p> <p>I can continue to develop techniques to throw for distance.</p>	<p>I can perform a push throw, e.g., shot put</p> <p>I can measure the distance of my throw.</p> <p>I can continue to develop techniques to throw for distance.</p>	<p>I can begin to perform a push throw e.g., javelin.</p> <p>I can measure and record a distance of my throw.</p> <p>I can continue to develop techniques to throw for distance</p>	<p>I can perform a push throw, e.g., javelin.</p> <p>I can measure and record a distance of my throw and others.</p> <p>I can continue to develop techniques to throw for distance.</p> <p>I can develop and refine techniques to throw for accuracy.</p>
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### Perform/ Compete

<p>I can begin to participate in simple games following instructions.</p> <p>I can control my body when performing a sequence of movements.</p>	<p>I can take part in games and activities independently using a range of equipment and try to beat my best score.</p>	<p>I can perform learnt skills with increasing control</p> <p>I can compete against myself and others.</p>	<p>I can perform a learnt skill and technique with confidence and control</p> <p>I can compete against myself and others in a controlled manner.</p>	<p>I can perform and apply skills and techniques with control and accuracy.</p> <p>I can take part in a range of competitive games and activities.</p>	<p>I can consistently perform and apply skills and technique with accuracy and control.</p> <p>I can take part in competitive games with understanding of tactics.</p>	<p>I can perform and apply a variety of skills and techniques confidently consistently and with precision.</p> <p>I can take part in competitive games with an understanding of tactics and composition.</p>
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**Evaluate**

<p>I can begin to talk about what I have done</p> <p>I can talk about what I and others have done</p>	<p>I can watch and describe performances.</p> <p>I can begin to say how others can improve.</p>	<p>I can watch and describe performances and use what I see to improve my performance.</p> <p>I can talk about my work and that of others.</p>	<p>I can watch, describe and evaluate the effectiveness of a performance.</p> <p>I can describe how my performance has improved over time.</p>	<p>I can watch describe and evaluate the effectiveness of performances giving ideas for improvements.</p> <p>I can modify use of skills or techniques to achieve a better result.</p>	<p>I can choose and use criteria to evaluate my own and others performance.</p> <p>I can explain why I have used particular skills or techniques and say the effect they have in my performance</p>	<p>I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</p>
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# OAA

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>National Curriculum</u></b>			
Take part in outdoor and adventurous activity challenges both individually and within a team			
<b><u>Teamwork</u></b>			
I can Identify and use effective communication to begin to work as a team.	I can communicate clearly with other people in a team. I can identify key skills in a team.	I can communicate clearly and effectively with others. I can work effectively as part of a team.	I can communicate clearly and effectively with others when under pressure. I can work effectively as part of a team demonstrating leadership when needed.
<b><u>Map Orientation</u></b>			
I can Identify symbols used on a key	I can understand the meaning of a key within the context of the environment in am in.	I can use a map to complete a course. I can begin to use navigation equipment to orientate around a course.	I can use a compass for navigation. I can
<b><u>Trails</u></b>			
I can orientate myself with increasing confidence and accuracy around a short trail.	I can orientate myself with accuracy around short trail. I can create a short trail for others. I can start to recognise features of an orienteering course.	I can start to organise myself with increasing confidence and accuracy around a course. I can design a course for others to follow and offers some challenge. I can	I can orientate myself with accuracy and confidence around a course when under a pressure. I can design a course that is clear to follow and offer challenge to others. I can use navigation equipment to improve a trail.
<b><u>Perform</u></b>			
I can begin to complete activities in a set period of time.	I can complete a course and identify ways to improve the completion time.	I can complete and orienteering course on multiple occasions due to improved technique.	I can complete an orienteering course on multiple occasions due to improved technique.
<b><u>Evaluate</u></b>			

<p>I can begin to offer an evaluation of personal performance and activities</p>	<p>I can describe and evaluate the effectiveness of performances giving ideas for improvement.</p>	<p>I can choose and use criteria to evaluate my own and others performance.</p>	<p>I can thoroughly evaluate my own and others work suggesting thoughtful and appropriate improvements. I can offer detailed and effective evaluations with an aim to increase challenge and performance. I can take feedback and improve a course from it.</p>
