PE PROGRESSION OF SKILLS DOCUMENT

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
NATIONAL CURRICULUM	**Physical Development ELG: Gross Motor Skills** Children at the expected level of development will: • 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.	**Key stage 1** Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.		**Key stage 2** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
SKILL AREA DANCE	**EYFS** Can demonstrate some control and coordination in big and small movements. Can recognise rhythm and beat within music and be able to clap/stomp feet to the music led by the teacher. Can move confidently in a range of ways, safely negotiating space. Can work individually as a solo. Can talk about the movements/ actions and describe them to other people. Can describe how their body feels, before and after an activity. Can start to describe how a piece of music makes them feel and the kind of movements they want to do to that music. Can create actions and movements around a given story or theme. Can create actions and movements that travel. Can link two movements together to begin a sequence. Can use actions to tell a story. Can begin to generate ideas and actions using music and stories as stimuli.	**Y1** Can demonstrate more control in a variety of movements. Can recognise rhythm and beat within music and be able to move in time to the music led by the teacher. Can work with a partner or a small group, to copy or create a formation for movements. Can work individually and with a partner – solo and duet. Can make suggestions to improve their performance. Can demonstrate how to move safely. Can describe how a piece of music makes them feel and the kind of movements they want to do. Can create and develop actions and movements around a given story or theme. Can create and develop a variety of actions and movements that travel and change direction and speed. Can link two or more movements together to begin a sequence. Can create actions to tell a story. Can use imagination and generate ideas and actions using music, videos, stories and pictures as stimuli.	**Y2** Can demonstrate control over movements and show good coordination. Can move in time to the music independently. Can start to count out the phrases of 8 counts within the music on the regular beat correctly. Can work with a partner or a small group, to copy start and end positions. Can work with a partner or a small group, to copy or create formations for the movements. Can make a suggestion to improve their own performance and the performances of others. Can describe how my body feels during different activities and explain what my body needs to do to keep healthy. Can use descriptive words to explain how the music makes them feel and create suitable movements for those feelings. Can copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels. Can explore combining skills such as travelling, jumping and turning on different levels. Can link two or more movements together to form a sequence, then remember the movement order and perform the sequence. Can create movements to tell a story. Can generate creative and expressive ideas and actions using music, videos, stories and pictures as stimuli.	**Y3** Can work towards precision of movement and coordination. Can move in time to the music confidently using varying types of accompaniment. Can count out the phrases of 8 counts within the music on the regular beat correctly and confidently. Can work with a partner to create dance sequences, including start and end positions and changing formations. Can work co-operatively with a group to create a dance sequence, including start and end positions and changing formations. Can make some suggestions to improve their own performance and the performances of others. Can explain why it is important to warm up and cool down. Can create movements to express feelings or ideas that are suggested by the music. Can copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. Can combine skills such as travelling and turning, with some complexity and confidence. Can link three or more movements together to form a sequence, then remember the movement order and perform the sequence. Can create movements to create a character, story, mood, feeling or idea. Can express an idea in an original way and use creative ways to stimulate ideas such as poetry, art, history and science.	**Y4** Can demonstrate precision of movement and coordination. Can move in time to the music demonstrating an awareness of rhythm and phrasing. Can count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly. Can work with a partner to create dance sequences with good synchronicity. Can work co-operatively with a group to create a dance sequence with good synchronicity in formations introducing canons and other group formations, where different group members perform at different times. Can make suggestions on how to improve own performance and the performances of others using some correct dance terminology. Can identify some muscle groups used in dance. Can create movements, movement patterns and elements of stillness to express feelings and ideas that are suggested by the music. Can copy, repeat and develop some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. Can combine skills with more complexity, confidence and precision. Can link several movements together to form a sequence, then remember the movement order and perform the sequence. Can create and develop movements to create a character, story, mood, feeling or idea. Can express ideas in original and imaginative ways from a variety of stimuli.	**Y5** Can work towards showing varying movement types such as strength, power, softness, flexibility, energy and control within one performance. Can move in time to the music demonstrating confidence with rhythm and phrasing. Can count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly. Can alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. Can work co-operatively with a group to create a dance sequence with good synchronicity in formations and when transitioning between formations. Can make suggestions on how to improve own performance and the performances of others using correct dance terminology. Can explain why keeping fit is good for health and explain what effect exercise has on the body. Can create movements, movement patterns and elements of stillness to express feelings and ideas that are suggested by the music using regular beat, slow beat and quick beat. Can copy, repeat and develop some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. Can combine skills to develop flexibility, strength, technique, control and balance. Can create more than one sequence of movement and perform the sequences in a specific order. Can create and develop movements to create a character, story, mood, feeling or idea in a specific style. Can use more creative ways to stimulate ideas and express	**Y6** Can consistently demonstrate varying movement types such as strength, power, softness, flexibility, energy and control with accuracy and within one performance. Can move in time to the music demonstrating confidence with more complex rhythm and phrasing. Can count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently. Can alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. Can work co-operatively with a group to create a dance sequence with good synchronicity throughout the whole performance. Can make suggestions on how to improve own performance and the performances of others using correct dance terminology. Can explain some important safety principles when preparing for dance. Can create movements, movement patterns and elements of stillness to express feelings and ideas that are suggested by the music alternating between regular beat, slow beat and quick beat. Can create and develop new movements skills (to include travelling, turning, jumping, balance, levels) using different planes of movement within a specific style including dance styles from different times, places and cultures. Can combine skills to consistently demonstrate flexibility, strength, technique, control and balance. Can create more than one sequence of movement and perform the sequences in a variety of different orders. Can create and develop movements to create a character,

						imaginative ideas in a specific style.	story, mood, feeling or idea in a specific style within one performance. Can create and develop imaginative ideas in a specific style including choosing suitable music.
SKILL AREA **GYMNASTICS**	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	Can move in high and low ways. Can land and jump safely. Can travel with confidence under, over and through apparatus. Can experiment moving in different ways. Can congratulate others when demonstrating an example.	Can move with quiet bodies, pointing fingers and toes when moving or holding shapes. Can identify the big and small parts on their bodies and make balanced shapes. Can make wide, narrow and curled movements and shapes. Can move over, under, along, through and along apparatus safely and creatively with increasing confidence. Can use more than one piece of apparatus to create balanced shapes on. Can combine two or three themes together to create a movement or balanced shape. Can work together sharing the space and apparatus safely. Can watch and listen to other pupil's ideas and demonstrations.	Can link movements or balances to a roll. Can travel between movements and balances ensuring they are linked and have 'flow'. Can create a sequence of movements and balances using apparatus and the floor. Can listen to each other's ideas and work collaboratively and safely on the apparatus.	Can move with a silent body demonstrating control. Can apply extensions to movements. Can move and balance symmetrically and asymmetrically. Can work collaboratively with a partner and execute balances in pairs. Can move out of balances with control and demonstrating flow. Can identify strengths and weaknesses in their own and others performances. Can create and rehearse sequences using symmetrical and asymmetrical balances and movements.	Can balance in a bridge and execute these in a pair. Can hold a balance and use flow to move out and create a new balance. Can work with a partner and use movements to travel over, under and out of balances on the floor and using apparatus. Can create a routine which involves challenge. Can create and rehearse sequences showing individual and paired bridges. Can evaluate own and others performances being respectful when giving and receiving feedback.	Can create counter balances and counter tension balances, with a partner. Can show a variety of ways to make these balances showing control and extension in your movements. Can create and rehearse routines which are challenging and include different levels, apparatus and connection points. Can include change of levels, speed and consider canon/unison in their routines. Can manage emotions whilst performing and show respect to all performances.	Can create matching sequences in a pair using apparatus. Can create a pair mirroring sequence. Can understand the difference between matching and mirroring and create a sequence using both on apparatus. Can challenge themselves and perform a completed routine. Can ask questions about their routine after receiving feedback.
	Rolls Curled side roll (egg roll) Log roll (pencil roll) **Jumps** One foot to same foot One foot to other foot Two feet to one foot Two feet to two feet	**Rolls** Log roll (controlled) Curled side roll (egg roll) (controlled) Dish roll Forward roll **Jumps** Straight jump Tuck jump Bunny jump	**Rolls** Teddy bear roll (controlled) Crouched forward roll Side roll from kneeling Rocking back to standing **Jumps** Straight jump (off apparatus) Half turn jump Rebound jumps Broad jump Stretched jump and landing	**Rolls** Forward roll from standing Tucked backward roll **Jumps** Straight or tuck jump (off apparatus) Straight jump half-turn	**Rolls** Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to knees Shoulder stand, roll to stand **Jumps** Straight or tuck jump (off vault with springboard) Straight jump full-turn	**Rolls** Pike forward roll Backward roll to straddle **Jumps** Straight jump with run up (off vault)	**Rolls** Handstand forward roll **Jumps** Straight jump with run up through vault
	Balances and shapes Bunny hop Standing balances	**Balances and shapes** Front support wheelbarrow with partner Kneeling balances Large body part balances Arch Pike, tuck, star, straight, straddle shapes	**Balances and shapes** Front support Back support Tucked dish Balances on apparatus Balances with a partner One foot stand Box Splits Left and Right Splits	**Balances and shapes (Handstands, Cartwheels and Round-offs)** Dish with one leg stretch Pivot Front support and press up Cartwheel Matching and contrasting partner balances	**Balances and shapes (Handstands, Cartwheels and Round-offs)** Handstand Lunge into handstand Lunge into cartwheel Arabesque Matching and contrasting partner balances	**Balances and shapes (Handstands, Cartwheels and Round-offs)** Lunge into round-off Side scale towards Y balance	**Balances and shapes (Handstands, Cartwheels and Round-offs)** Two consecutive cartwheels
	Travelling and linking actions Tiptoe, step, jump and hop	**Travelling and linking actions** Crocodile Frog Bear Crab Monkey Caterpillar (see YTS Top gymnastics)	**Travelling and linking actions** Step turn	**Travelling and linking actions** Three travelling steps	**Travelling and linking actions** Travelling steps with control, including pivot and arabesque	**Travelling and linking actions** Using a variety of actions in unison and canon.	**Travelling and linking actions** Using a variety of actions in unison and canon, including leaps and spins, changing speed and direction.
	Compete, perform and Evaluate Control my body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done.	**Compete, perform and Evaluate** Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.	**Compete, perform and Evaluate** Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	**Compete, perform and Evaluate** Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	**Compete, perform and Evaluate** Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	**Compete, perform and Evaluate** Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	**Compete, perform and Evaluate** Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

SKILL AREA	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
GAMES	**Health and Fitness** Describe how the body feels when still and when exercising.	**Health and Fitness** Describe how the body feels before, during and after exercise. Carry and place equipment safely.	**Health and Fitness** Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	**Health and Fitness** 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.	**Health and Fitness** 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.	**Health and Fitness** Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	**Health and Fitness** 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.
	Ball Skills – Feet Kick a ball with dominant foot showing increasing control Begin to use inside and outside of foot Keep the ball close to them, stopping the ball with their feet	**Ball Skills – Feet** Kick/pass a ball with increasing control, using inside of foot when needed. Focus on a target before kicking/passing Begin to keep score and follow the rules	**Ball Skills – Feet** Can move the ball with increasing control using inside and outside of their foot. Can move the ball around a space keeping it away from defenders Can continuously dribble a ball keeping possession and control Can change direction and speed when dribbling	**Ball Skills – Football** Can keep control whilst dibbling using inside and outside of their foot Can turn into a space to keep possession and change direction speed to avoid a defender	→	**Ball Skills – Football** Can pass and dribble accurately, keeping possession Can receive the ball at pace in a space Can produce an attack and create a successful scoring opportunity Can demonstrate increasing awareness of when to pass or dribble	**Ball Skills – Football** Can move, pass, dribble and shoot consistently and accuracy Apply an understanding of passing, dribbling and moving to score goals Can collaborate and apply the rules and positions in a team.
	Rackets, Bats and Balls Can push/hit a balloon with control. Can balance different objects on a racquet.	**Rackets, Bats and Balls** Can push a ball towards a target using a racket with their dominant hand. Can push/hit a ball with varying power depending on distance of target.	**Rackets, Bats and Balls** Can strike a ball towards a space. Hold a bat/racquet safely with an awareness of others around them. Can direct a ball away from opponents by identifying space.	**Tennis** Can understand where to throw/hit a ball. Can hit a ball over a net and land the ball in, consistently. Can return/hit a ball in a space and score a point. Can return to the correct position on the court so they are ready to return the ball. Can create a space and force their opponent into the side or front of the net.	**Tennis** Can make contact with the ball after one bounce. Can aim for space with accuracy and control. Can hit a ball into space to win the rally and score a point Can apply accurate forehand and backhand techniques.	**Badminton** Can consistently hit the shuttlecock over the net to the other side of the court. Can serve and hit a shuttlecock into the correct part of the court, scoring a point. Can return to the correct court position once they have served. Can hit the shuttlecock using forehand and backhand.	**Badminton** Can return the shuttlecock using forehand and backhand. Can create space for the next shot by forcing their opponent to the front or side of the court. Can hit the shuttlecock into a space at pace to win a point. Can hit a 'lob', 'clear' and 'drop' shots. Can identify own strengths and weaknesses working effectively with a partner.
	Ball Skills – Hands Can push, roll and dribble a ball with their dominant hand, with increasing control. Can push a ball towards a target using their hands. Can move a ball around a space avoiding defenders. Can throw a beanbag with increasing control. Can change direction and find space to avoid being tagged. Can follow simple instructions and rules of the game,	**Ball Skills – Hands** Can concentrate on the ball and be ready to receive it. Can pass a ball with control. Can use their bodies to aim and look at their partners when passing. Can stop a ball rolling past them with their hands. Can roll a ball towards a target with control. Can move their bodies in line with the moving ball. Can run in different ways, changing speed and direction to catch an attacker Can play by the rules, take turns and can understand the consequences of breaking the rules.	**Ball Skills – Hands** Can dribble/bounce a ball with control adopting the correct technique. Can change direction and speed when dribbling, maintaining possession and control. Can pass and move with increasing accuracy. Can understand the consequence of moving a ball close to the defenders. Can adopt the correct position for throwing underarm. Can throw a ball at a target using their whole bodies to improve aim. Can look at their team mates when throwing and receiving, working collaboratively as a team. Can create simple attacking and defending strategies. Can work together as a team against other teams.	**Netball** Can adopt the correct position for a chest pass. Can pass, move and shoot with increasing accuracy. Can keep possession of the ball and apply an understanding of passing and moving to score points. Can produce an attack to create scoring opportunities. Can begin to understand the different roles and who is best suited to each position,	→	**Netball** Can pass and move accurately and consistently. Can receive the ball at pace in space. Can keep possession of the ball for sustained periods of time and create an attack using a variety of passes. Can switch between defending and attacking depending on possession. Can begin to mark players to stop passes and gain possession. Can understand the different positions and apply their role within the game. Can understand why a wrong pass will result in loss of possession. Can follow the rules and continue to play competitively even when losing or making mistakes.	**Netball** Can demonstrate defending skills, applying pressure and stopping passes with effective marking. Can demonstrate effective attacking skills, creating space and passing accurately. Can understand the different positions and apply their role effectively within a game. Can manage themselves in a game, selecting players for positions and beginning to officiate games.
				Handball Can pass to a partner's target and use their hands to create a target. Can adopt the correct passing technique. Can use accurate passing and moving to score points. Can apply the correct stance and position before shooting. Can follow the rules of the game and work collaboratively as a team	**Handball** Can follow and mark an attacker without making contact. Can stop a pass and force a player to hold onto the ball for longer than 3 seconds. Can use basic defending skills when not in possession of the ball. Can work together applying the rules and positions of the game. Can continue to try and shoot even when not successful.	**Handball** Can move and pass accurately keeping possession for sustained periods of time. Can maintain pressure on the attacking team when possession changes to try and regain possession. Can use a variety of passes to create an attack and shooting opportunities. Can mark effectively, applying pressure and prevent passing. Can understand man-to-man marking and when to use it. Can draw the defender or keeper over to create space for a pass or a shot. Can work as a team, passing to all players and sharing responsibility for defending and marking in a team.	→

				Basketball Can adopt the correct technique for dribbling (knees bent, finger tips, strong wrists and head up). Can dribble whilst keeping possession and control. Can change direction whilst dribbling. Can identify a space and dribble into it. Can beat an opponent and keep possession of the ball. Can adopt the correct position for passing (stepping into the pass and pushing ball towards the target). Can push the ball into their partner's target and create a target having their hands ready. Can move into a space as an attacker. Can pass the ball around a defender keeping possession. Can apply the correct technique when shooting (Ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at side of ball, knees bent then straighten to shoot. Can concentrate of the target throughout the shot.	**Basketball** Can continuously dribble with control and change direction to keep possession. Can change speed and direction whilst dribbling even when under pressure from a defender. Can take turns to be defender and dribble with confidence. Can understand and demonstrate physically where to pass a ball and why. Can apply understanding of passing, dribbling and moving to score points against another team. Can understand the difference between attack and defence. Can combine passing and dribbling to create an attack with a shot on goal. Can select an appropriate pass to shoot from. Can follow and mark an attacker without making contact. Can stop a pass and force a player to hold onto the ball for longer than 5 seconds. Can collaborate and work together as a team.		**Basketball** Can apply a refined understanding of passing, moving and dribbling to score points. Can receive a ball at pace in space. Can move and pass accurately and consistently. Can keep possession for sustained periods of time. Can plan and produce an attack and create successful scoring opportunities. Can apply pressure on attackers when defending, preventing them from making a pass. Can apply pressure by marking the player with the ball and stop a pass with effective marking. Can force a player to hold onto a ball for longer than 4 seconds and understand that this means they win possession. Can switch fluidly between attacking and defending as possession changes. Can demonstrate effective defending skills such as marking and reducing space. Can pass, move and shoot accurately and consistently. Can begin to manage and officiate a game themselves.
					Cricket Can throw overarm. Can catch and stop a ball with their hands. Can return the ball to a target. Can strike the ball with intent. Can identify spaces and strike the ball towards them. Can understand the concept of batting and fielding. Can bowl underarm and vary the speed when bowling. Can bowl to the opposite side to which the batter is striking the ball. Can return the ball to the bowler or wicketkeeper. Can move towards the ball as a fielder and pick up the ball cleanly. Can apply the long barrier and stop the ball. Can collaborate and work together to try and keep score. Can run after the ball and pick it up with their throwing hand. Can hold the bat safely and strike the ball with intent away from fielders.	**Cricket** Can hit the ball on both sides of their bodies into space away from fielders. Can direct the ball away from fielders into space, varying the speed and angles at which they strike the ball. Can apply pressure to fielders when batting. Can change the way they are batting depending on the game situation. Can bowl accurately and consistently, varying it depending on who is batting. Can bowlers and fielders work together to outwit the batter. Can field with increased accuracy and return the ball quickly. Can throw overarm with accuracy over a long distance. Can change where they are fielding depending on who is batting.	**Cricket** Can bowl accurately and consistently, using different ways of bowling, (fast, slow, spin etc) Can vary the way they are bowling depending on who is batting and the game situation. Can change the way they are batting depending on the game situation and bat on both sides of their bodies, into space away from fielders. Can understand the role of each fielding position. Can umpire games fairly and keep score the game. Can work together to resolve disagreements in a game. Can keep trying to bowl accurately and adapt their tactics in a game to improve their own performance.
					Hockey Can hold the stick and dribble/pass using the correct technique. (Left hand at the top, right hand down the stick, knees bent and straight back.) Can continuously dribble the ball without losing control or possession. Can change direction and speed when dribbling even under pressure. Can pass around defenders and move into a space to receive the ball. Can combine passing and dribbling to create an attack with a shot on goal. Can select an appropriate place to shoot and adopt the correct technique. Can understand the different in roles between attack and defence.		**Hockey** Can receive a ball at pace in space. Can pass around the defender using a variety of passes. Can pass, move, dribble and shoot accurately and consistently. Can keep possession for sustained periods of time. Can plan and produce an attack to create a successful scoring opportunity. Can outwit their opponents and keep possession of the ball applying effective decision making. Can mark players off the ball and follow their opponents moving keeping close to them.

					Can support their team and make space for a pass. Can tackle safely to intercept and stop the ball. Can understand when to block, tackle or intercept. Can mark their opponents when defending.	**Tag Rugby** Can use the correct passing technique and be ready to receive a pass. Can choose suitable positions to receive the ball once the ball carrier is tagged. Can perform a miss/loop pass without dropping the ball. Can perform a miss/loop pass and score a try. Can receive a pass when running at speed. Can pass, move and create space to score a try against another team. Can understand where, when and why to tag and do so correctly. Can continue to try and tag the ball carrier even when unsuccessful. Can organise themselves as a defending to team to prevent an attack. Can quickly adopt their formation after a tag has been made. Can reduce the space applying pressure to attackers when they are defending.	Can work as a team when defending to prevent the opposition from shooting. Can understand and apply man to man marking. Can switch between attacking and defending when possession changes. Can organise their team so that everyone has a responsibility for making a player. Can begin to manage and officiate the game themselves. **Tag Rugby** Can pass and move accurately and consistently, and to create a successful attack. Can release the ball quickly and accurately once they have been tagged. Can produce an attack which results in a try. Can support the ball carrier by receiving a pass when running at speed. Can demonstrate a secure knowledge of the rules and apply the offside rule consistently. Can communicate effectively with each other especially when organising their defence. Can understand their role and apply this within the game. Can begin to officiate games and implement the rules fairly when refereeing.
SKILL AREA **ATHLETICS**	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
	Running Can move into spaces avoiding other pupils. Can adjust speed and direction to avoid other pupils.	**Running** Can run by pumping their arms and using the balls of their feet. Can keep their head up whilst running. Can speed up to catch a player or avoid being caught.	**Running** Can run using the correct technique changing speed when needed. Can run to a space and stay. Can use the correct dodging technique, head up, body low and bending knees. Planting one foot and leaning to one side ready to move.	**Running** Can run with their head up and stay in a lane. Can understand the need to use their arms, know how to run faster and aim to improve their performance. Can start to use a drive leg action when sprinting. Can successfully change over a baton in a relay. Can pace themselves over 130 seconds without stopping. Can understand the consequences of sprinting in an endurance race.	**Running** Can begin to understand stride pattern and why we need to change stride length during a race. Can use a drive leg action when sprinting. Can understand the term pace and how this changes with distance.	**Running** Can apply head and arm techniques to make themselves quicker. Can apply change over techniques to make themselves the faster team. Can keep their pace even when others are sprinting off. Can set themselves a target distance to run in an allocated time.	**Running** Can apply accurate head, arm and foot technique to make themselves quicker. Can apply effective running techniques to their races dependent on distance. Can maintain their pace during a race regardless of others and end with a sprint finish.
	Jumping Can land and jump safely.	**Jumping** Can jump and stay in a space. Can jump, hop and leap using their arms. Can keep their head up when they jump and avoid obstacles. Can show different ways of jumping. Can move around a space and avoid being tagged. Can skip using their arms and toes, and a step-hop action.	**Jumping** Can jump using their arms and bending their knees. Can jump fast and slow and changing direction. Can jump and then hop. Can step, jump and then hop.	**Jumping** Can execute an effective take off for standing long jump, bending their legs and swinging arms. Can land on two feet and remain balanced. Can understand that with the right technique they can jump further.	**Jumping** Can execute a hop, step and jump to perform the standing triple jump, landing on two feet and remaining balanced. Can begin to evaluate their performance and understand that with the right technique they can jump further	**Jumping** Can apply the correct arm and leg technique to make themselves jump further consistently. Can strive to jump further even when finding it challenging. Can select the correct foot to jump with. Can perform hop, jump and skip, linking them smoothly together.	**Jumping** Can apply the correct arm and leg technique to make themselves jump further consistently and understand the effect this has on distance. To begin to measure jumps and evaluate performance. Can select the correct foot to jump with and understand why it is correct.

	Throwing Can push, roll and dribble a ball with their dominant hand, with increasing control. Can push a ball towards a target using their hands.	**Throwing** Can concentrate on the ball and be ready to receive it. Can pass a ball with control. Can roll a ball towards a target with control.	**Throwing** Can throw different types of equipment in different ways, for accuracy and distance. Can adopt the correct position for throwing underarm. Can throw a ball at a target using their whole bodies to improve aim.	**Throwing** Can apply the correct technique for an underarm throw, throwing for distance and releasing the ball/beanbag at the correct time. Can use the correct technique and stance for throwing a javelin/shot put/discus Can rotate their bodies for improved power and transfer their weight to throw the javelin/shot put/discus further.	**Throwing** Can rotate their bodies with greater power when releasing a javelin. Can identify weaknesses and strengths in their own throwing technique.	**Throwing** Can apply an accurate stance combined with a well-timed release to throw further. Can understand the 3 phases of throwing, extension, rotation and transfer of weight.	**Throwing** Can apply the accurate body position/stance combined with a well-timed release to throw further. Can execute the 3 phases of throwing, extension, rotation and transfer of weight. Can strive to throw as far as possible even when finding it challenging.
SKILL AREA	**EYFS**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
OAA				Can complete a challenge as part of a team. Can identify attributes of a successful team. Can cooperate as part of a team. Can listen to ideas and communicate clearly throughout the challenge. Can collaborate and apply the rules of the game. Can consistently try their hardest. Can begin to show leadership qualities. Can follow a simple map to solve a challenge or complete a course. Can identify features on a map to help them navigate.	Can understand their role in the team/challenge. Can understand why their role is important to the team. Can include everyone in the team and take responsibility for each other. Can support those who may need extra help, especially when leading. Can collaborate as a team and apply the rules of the game. Can create ideas to solve a problem. Can follow and orientate a map correctly. Can complete a course as a pair and locate points, returning quickly. Can remain positive throughout the challenge and consistently try their hardest.	Can complete a challenge quickly working within a team. Can think tactically and suggest ideas for completing a challenge. Can take responsibility for others and lead the group in an effective way. Can continue to try their best and control their emotions even when they find an activity challenging. Can adhere to the rules of the challenge. Can create ideas to solve a problem, adapting as necessary. Can complete a map course whilst working within a team. Can keep moving throughout a task. Can plan how to get to a point before starting off. Can plan a route which makes sense and follows an order. Can manage their time and avoid being late. Can make improvements even when they are not initially successful.	Can think tactically when solving a problem. Can control their emotions even when unsuccessful in a challenge. Can physically support others in a challenge. Can ensure everyone in the team is included and understands the task. Can make accurate observations about their teamwork. Can apply effective leadership skills to guide and support their team. Can give clear instructions when speaking in a confident, positive tone. Can understand the difference between verbal and non-verbal communication. Can experiment with different ideas when setting up a game/solving a challenge. Can make decisions about adapting a task and create different ways to adapt it. Can ensure their team is always playing by the rules. Can support and motivate their team even if the challenge is hard. Can organise people into teams fairly making good decisions about group sizes depending on the game. Can understand why it is important to have the right amount and the right type of equipment.