



Curriculum Progression - PE

An EYFS Sports Person	A Year 1 Sports Person	A Year 2 Sports Person
	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> • I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together. • I can use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> • I can copy and remember actions. • I can talk about what is different from what I did and what someone else did.



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A Year 3 Sports Person	A Year 4 Sports Person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. • I can include change of speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can take the lead when working with a partner or group. • I can use dance to communicate an idea. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can run over a long distance. • I can sprint over a short distance. • I can throw in different ways. • I can hit a target. <p><u>Swimming</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25m. • I can use a range of strokes. • I can perform safe self-rescue in different water based conditions.



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A Year 5 Sports Person	A Year 6 Sports Person
<p><u>Games</u></p> <ul style="list-style-type: none"> I can gain possession by working a team. I can pass in different ways. I can use forehand and backhand with a racket. I can field. I can choose a tactic for defending and attacking. I can use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none"> I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none"> I am controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping. <p><u>Outdoor and adventurous - Malham</u></p> <ul style="list-style-type: none"> I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route. 	<p><u>Games</u></p> <ul style="list-style-type: none"> I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate plan. I can lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> I can combine my own work with that of others. I can link sequences to specific timings. <p><u>Dance</u></p> <ul style="list-style-type: none"> I can develop sequences in a specific style. I can choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> I can demonstrate stamina. <p><u>Outdoor and adventurous - Bewerley Park</u></p> <ul style="list-style-type: none"> I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger.



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