

PE



	Nursery	Reception	Year 1	Year 2
Games	I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	I can negotiate space and obstacles safely, with consideration for themselves and others. I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can travel in a variety of ways including running, jumping and changing directions.	I can make decisions about where and when to run.
	I can make healthy choices about food, drink, activity and tooth brushing.	I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	I can begin to perform a range of throws including underarm and chest pass.	I can confidently send the ball to others in a range of ways (underarm, chest pass and bounce pass).
	I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	I can develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.	Receives a ball with basic control	I am beginning to receive a ball in my hands with the correct technique
	I can start taking part in some group activities which they make up for themselves, or in teams.	I can demonstrate strength, balance and coordination when playing	I can begin to develop hand-eye coordination	I am becoming confident with my hand eye coordination.

PE



	I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	I can participate in simple games	I can begin to apply and combine a variety of skills to a game situation.
				I can understand the importance of rules and develop simple tactics within a game.
<ul style="list-style-type: none"> • Most basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. • Participate in team games, developing simple tactics for attacking and defending. 				

	Nursery	Reception	Year 1	Year 2
Gym	I can use large-muscle movements to wave flags and streamers, paint and make marks.	I can revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing	I can copy and explore basic movements with some control and coordination (roll, jump and balance)	I can explore different pathways and patterns through travel.
	I can be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		I can begin to move into and perform different body shapes (core)	I can confidently move into perform different body shapes (core)
	I can show a preference for a dominant hand.		I can begin to perform at different levels.	I can perform at different levels and directions.

PE



	I can go up steps and stairs, or climb up apparatus, using alternate feet.		I can perform a 2 footed jump.	I can perform 2 jumping actions (straight and star jump)
	I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel	I can develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	I can begin to use the equipment safely	I can use equipment and explore how to use it in a variety of ways
		I can develop overall body-strength, balance, coordination	I can perform balances with some control.	I can perform a balance with control
			I can begin to perform simple rolls (teddy bear roll, log roll)	I can begin to explore different rolls.
			I can link 2-3 movements in a sequence.	I can link 3-4 movements to create a sequence
	I can start to eat independently and learning how to use a knife and fork.	I know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		

PE



	I can start to eat independently and learning how to use a knife and fork.	<p>I know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 		
<p>• I can master basic movements which develop balance, agility and coordination and begin to apply these in a range of activities.</p>				
	I can skip, hop, stand on one leg and hold a pose for a game like musical statues.	<p>I can progress towards a more fluent style of moving, with developing control and grace.</p> <p>I can combine different movements with ease and fluency.</p>	I can copy and explore basic movements and body patterns	I can copy and explore basic movements and body patterns with clear control.
Dance	I am increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	I can use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	I can remember simple movements and dance steps	I can vary speed and levels in my dance sequence
	I can be increasingly independent in meeting their own care needs, e.g.	I can watch and talk about dance and performance art, expressing their feelings and responses.	I can begin to link movements to sounds and music.	I can vary the size of my body shape.

PE



	brushing teeth, using the toilet, washing and drying their hands thoroughly.			
	I can match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	I can listen attentively, move to and talk about music, expressing their feelings and responses.	I can respond to a range of stimuli (clap)	I can respond imaginatively to stimuli.
	I can use one-handed tools and equipment, for example, making snips in paper with scissors. I can use a comfortable grip with good control when holding pens and pencils.	I can develop the foundations of a handwriting style which is fast, accurate and efficient.		I can use space well and negotiate space clearly.
	I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	I can create collaboratively, sharing ideas, resources and skills. I can further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes- personal hygiene		I can add change of direction to a sequence

PE



		I can return to and build on their previous learning, refining ideas and developing their ability to represent them		I can begin to describe a short dance using appropriate vocabulary, (level, speed, direction, unison/ cannon)
		I can explore and engage in music making and dance, performing solo or in groups.		I can begin to describe a short dance using appropriate vocabulary, (level, speed, direction, unison/ cannon)

	Year 3	Year 4	Year 5	Year 6
Games	I can begin to travel in a variety of directions and for purpose (defending/attacking)	I can apply basic skills of traveling for attacking and defending	I can travel with a ball showing changes of speed and directions using either foot or hand.	I can effectively travel with a ball into the correct space (with intent).
	I can travel bouncing a ball with some control	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.	I can vary skills and link these in ways that suit the games activity.	I can vary skills, actions and ideas and link these in ways that suit the games activity.
	I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm and bounce pass)	I can show confidence in using ball skills in various ways and can link these together (bouncing and kicking)	I can use a range of techniques when passing, e.g. high, low, bounced, fast, slow.	I can use a range of techniques effectively when passing and dribbling effectively.

PE



I can receive a ball with control when under pressure in game state.	I can use running, jumping, throwing and catching in isolation and combination	I can show confidence in using ball skills in various ways and can link these together.	I can show confidence in using ball skills in various ways and can link these together effectively.
I can use skills with coordination and control.	I can use skills with coordination, control and fluency	I can apply basic skills with coordination, control and fluency for attacking and defending	I can apply knowledge of skills for attacking and defending.
I can communicate, work as a team and begin to compete during game situations	I can take part in a competitive game.	I can take part in a competitive game with an understanding of tactics.	I can take part in a competitive game with strong understanding of tactics and composition.
I can develop my knowledge of games	I begin to create my own game using knowledge and skills taught.	I can create my own game using knowledge and skills taught.	I can modify competitive games.
I can understand the term possession and when it applies during game play.	I begin to use skills to keep possession and control of the ball.	I begin to use a range of skills to keep possession and control of the ball.	I can keep possession of the ball during game situations
I can choose good places to stand when receiving, and give reasons for my choice	I can effectively play a competitive net/wall game.	I can begin to make suggestions as to what resources can be used to differentiate a game.	I can confidently make suggestions as to what resources can be used to differentiate a game.
I can choose and use batting or throwing skills to make the game hard for my opponents.	I can experiment with different techniques to attack and defend.	I can select the right approach to attack and defend in games situations.	I can effectively select the right approach to attacking and defending in games situation.

	I can explain what attacking and defending is.	I can begin to show an awareness of when to attack and defend.	I can show an understanding of when to attack and defend.	I can choose when to pass or dribble, so that I keep possession and make progress towards the goal.
	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. 			

	Year 3	Year 4	Year 5	Year 6
Dance	I can begin to improvise independently to create a simple dance			
	I can begin to improvise with a partner to create a simple dance.	I can improvise with a partner or on my own.	I can begin to improvise, still demonstrating fluency across my sequence on my own, with a partner or group.	I can improvise with confidence, still demonstrating fluency across my sequence, on my own, with a partner or in a group.
	I can translate ideas from stimuli to movement with support	I can demonstrate provision and some control in response to stimuli.	I can move appropriately and with the required style in relation to the stimulus	I can move appropriately and with the required style in relation to stimulus using various levels, ways of travelling and motifs.

PE



	I can begin to compare and adapt movements and motifs to create a larger sequence.	I can begin to vary dynamics and develop actions and motifs.	I can begin to exaggerate dance moves and motifs (using expression when moving)	I can exaggerate dance movements and motifs using expression when moving.
	I can use simple dance vocabulary to improve and compare work.	I can modify a sequence using dance vocabulary as a result of self-evaluation.	I can modify part of a sequence using complex dance vocabulary as a result of self and peer evaluation	I can demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist.
	I can perform dances with an awareness of rhythm on their own or in a group.	I can perform dances with rhythm and use spatial awareness.	I can perform using the space provided to its maximum potential	I can perform with confidence using a range of movement patterns to use the space.
			I can begin to show change of pace and timing and combine flexibility, techniques and movements to create a fluent sequence	I can move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.
		I understand the need to warm up	I can organise my own warm up and cool down, understanding the importance of it.	I can understand the importance of warming up and cool downs and why dance is good for fitness.
<ul style="list-style-type: none"> To perform dances using a range of movement patterns 				

PE



	Year 3	Year 4	Year 5	Year 6
Gym	I can improve the quality of my rolls, jumps, travel, body shapes and balance.	I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.	I can perform taught skills in a consistent performance.	I can combine and perform taught skills with precision, control and fluently.
	I can describe my own work using simple gym vocabulary	I can begin to use gym vocabulary to describe how to improve and refine performances	I can use more complex gym vocabulary to describe how to improve and refine performances	I can confidently use more complex gym vocabulary to describe how to improve and refine performances
	I can copy, explore and remember a variety of movements and use them to create my own sequence	I can create gymnastic sequences that meet a theme or set of objectives.	I can create sequences and adapt them.	I can develop my own sequences.

PE



	I can apply compositional ideas independently and with others to create a sequence.	I can begin to develop strength, technique and flexibility throughout performances.	I can develop strength, technique and flexibility throughout performances.	I can perform difficult actions with an emphasis on extension, clear body shape and changes in direction.
	I can begin to develop good technique of taught skills when using equipment.	I can begin to apply sequences of taught skills when using equipment.	I can begin to understand composition by performing more complex sequences and apply them when using equipment.	I can develop strength, technique and flexibility throughout performances on the floor and on the equipment/apparatus.
<ul style="list-style-type: none"> To develop flexibility, strength, technique, control and balance. 				

	Year 3	Year 4	Year 5	Year 6
Athletics	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.	I can build a variety of running techniques and use with confidence	I can use a variety of running techniques and use them in a competitive situation
	I can perform a running jump with some accuracy	I can perform a running jump with more than one component	I can perform a jump with more than one component for specific height or distance	I can apply my jumping skills for specific height or distances in a competitive situation.
	I can perform a variety of throws using a selection of equipment	I can demonstrate accuracy in throwing activities	I can demonstrate accuracy and confidence in throwing activities, understanding when throws need to change for distance or equipment.	I can apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.
<ul style="list-style-type: none"> To use running, jumping, throwing and catching in isolation and in combination. 				

	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous Activities	I can begin to develop listening skills when listening to a partner or adult	I can develop listening skills	I can develop strong listening skills	I can develop strong listening skills
	I can begin to use compass points	I can begin to use a simple map	I can use and interpret simple maps	I can use and interpret maps
	I can begin to think activities through	I can begin to think activities through and problem solve	I can think activities through and problem solve using basic general knowledge.	I can think activities through and problem solve using basic general knowledge.
		I can begin to choose and apply strategies	I can choose and apply strategies to solve problems with support	I can choose and apply strategies to solve problems
	I can begin to understand how to stay safe	I can begin to demonstrate an understanding in how to stay safe	I can demonstrate an understanding in how to stay safe	I can confidently show and understand how to be safe.
<ul style="list-style-type: none"> To take part in outdoor and adventurous activity challenges, both individually and within a team. 				

	Year 1 and 2	Year 3 and 4	Year 5 and 6
Evaluation	I can comment on own and other performance	I can watch and describe a performance	I can watch and describe a performance accurately
	I can give comments on how to improve performance	I can begin to think about how I can improve my work	I can learn from others of how I can improve my skills
	I can use appropriate vocabulary when giving feedback	I can work with a partner or with a small group to improve my skills	I can comment on tactics and techniques to help improve performances
		I can make suggestions of how to improve my work	I can make suggestions of how to improve my work, commenting on similarities and differences.
<ul style="list-style-type: none"> To compare their performances with previous ones and demonstrate improvement to achieve their person best 			