

PE Progression of Skills Grid

This progression document has been compiled in conjunction with Lacon Childe School to demonstrate clear progression in PE skills from EYFS to Year 11. Each year, lessons will focus on building upon prior knowledge and developing skills to enable pupils to enhance the key skills necessary to become well rounded athletes and healthy individuals. Achievement will be recorded by class teachers and PE coaches using the same method employed at Lacon Childe School, enabling a smoother transition from Year 6 to Year 7. This will also enable teachers to gain a more accurate understanding of pupils' prior knowledge when transitioning up to KS3. Interschool competition, provided by the Lacon Childe PE Partnership, will provide pupils with an opportunity to practise and hone these skills across a range of sports.

The skills highlighted in this grid have been identified from a range of sources:

- The National Curriculum in England
 - Swim England
 - Sportshall
 - England Athletics
 - Youth Sport Trust
 - British Gymnastics
- Val Sabin Publications
 - Change4Life

Gymnastics - EYFS & KS1

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	EYFS	I can identify two types of movement.	I can identify several types of movement.	I can sequence two or more movements.	I can create a short sequence of movements.
	Year 1	I can identify several types of movement.	I can sequence two or more movements.	I can create a short sequence of movements.	I can create a sequence with a beginning, middle and end.
	Year 2	I can sequence two or more movements.	I can create a short sequence of movements.	I can create a sequence with a beginning, middle and end.	I can create a sequence of movements independently and with others.
	EYFS	I am beginning to be able to roll with control.	I can carry out a roll with limited control.	I can carry out a roll with some control.	I can carry out a roll with control.
	Year 1	I can carry out a roll with limited control.	I can carry out a roll with some control.	I can carry out a roll with control.	I can carry out several rolls with control.
	Year 2	I can carry out a roll with some control.	I can carry out a roll with control.	I can carry out several rolls with control.	I can incorporate a controlled roll into a sequence.
	EYFS	I am beginning to be able to jump from one space to another with some accuracy.	I can jump from one space to another with some accuracy.	I can jump from one space to another consistently.	I can jump from one space to another consistently and safely.
	Year 1	I can jump from one space to another with some accuracy.	I can jump from one space to another consistently.	I can jump from one space to another consistently and safely.	I can jump in a several ways and land safely, with control.
	Year 2	I can jump from one space to another consistently.	I can jump from one space to another consistently and safely.	I can jump in a several ways and land safely, with control.	I can identify several ways to jump (1-1, 1-2, 2-1, 2-2) and carry them out safely.
	EYFS	I can experiment with different balances.	I am beginning to be able to balance with limited control.	I am beginning to be able to balance with some control.	I can balance with some control.
	Year 1	I am beginning to be able to balance with limited control.	I am beginning to be able to balance with some control.	I can balance with some control.	I can hold a still shape whilst balancing on different points of the body.
	Year 2	I am beginning to be able to balance with some control.	I can balance with some control.	I can hold a still shape whilst balancing on different points of the body.	I can hold a still shape whilst balancing with different points of the body the majority of attempts.
	EYFS	I am beginning to move around, under, over and through different objects and equipment with some confidence.	I can move around, under, over and through different objects and equipment with some confidence.	I can move around, under, over and through different objects and equipment.	I can move around, under, over and through different objects and equipment with confidence.
	Year 1	I can move around, under, over and through different objects and equipment with some confidence.	I can move around, under, over and through different objects and equipment.	I can move around, under, over and through different objects and equipment with confidence.	I can climb onto and jump off equipment safely.
	Year 2	I can move around, under, over and through different objects and equipment.	I can move around, under, over and through different objects and equipment with confidence.	I can climb onto and jump off equipment safely.	I am beginning to be able to incorporate equipment into my routines.
	Year 1	I can copy some contrasting actions (low/tall, narrow/wide).	I can identify and copy some contrasting actions (low/tall, narrow/wide).	I can identify and copy contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide).
	Year 2	I can identify and copy some contrasting actions (low/tall, narrow/wide).	I can identify and copy contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide) with increasing control, coordination and care.

Gymnastics - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I can create a short sequence of movements.	I can create a sequence with a beginning, middle and end.	I can create a sequence of movements independently and with others.	I can create a sequence of appropriate actions for a theme.
	Year 4	I can create a sequence with a beginning, middle and end.	I can create a sequence of movements independently and with others.	I can create a sequence of appropriate actions for a theme.	I can select ideas to compose specific sequences of movements, shapes and balances to fit a theme.
	Year 3	I can carry out a roll with control.	I can carry out several rolls with control.	I can incorporate a controlled roll into a sequence.	I can perform several rolls fluently and with control.
	Year 4	I can carry out several rolls with control.	I can incorporate a controlled roll into a sequence.	I can perform several rolls fluently and with control.	I can perform several rolls fluently and with control consistently.
	Year 3	I can jump from one space to another consistently and safely.	I can jump in a several ways and land safely, with control.	I can identify several ways to jump (1-1, 1-2, 2-1, 2-2) and carry them out safely.	I can consider how I present and finish my jump.
	Year 4	I can jump in a several ways and land safely, with control.	I can identify several ways to jump (1-1, 1-2, 2-1, 2-2) and carry them out safely.	I can consider how I present and finish my jump.	I can consistently conclude a jump with control and expression.
	Year 3	I can balance with some control.	I can hold a still shape whilst balancing on different points of the body.	I can hold a still shape whilst balancing with different points of the body the majority of attempts.	I can demonstrate an improvement in the placement and alignment of body parts in balances.
	Year 4	I can hold a still shape whilst balancing on different points of the body.	I can hold a still shape whilst balancing with different points of the body the majority of attempts.	I can demonstrate an improvement in the placement and alignment of body parts in balances.	I can carry out balances, recognising the position of my centre of gravity and how it affects the balance.
	Year 3	I can move around, under, over and through different objects and equipment with confidence.	I can climb onto and jump off equipment safely.	I am beginning to be able to incorporate equipment into my routines.	I can use a range of pieces of equipment in my routines.
	Year 4	I can climb onto and jump off equipment safely.	I am beginning to be able to incorporate equipment into my routines.	I can use a range of pieces of equipment in my routines.	I can confidently and consistently combine equipment with movement to create sequences.
	Year 3	I can identify and copy contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide) with increasing control, coordination and care.	I am beginning to perform routines with clarity, expression and fluency.
	Year 4	I can transition between contrasting actions (low/tall, narrow/wide).	I can transition between contrasting actions (low/tall, narrow/wide) with increasing control, coordination and care.	I am beginning to perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency.
	Year 3	I am exploring the use of turns and changes in direction whilst travelling.	I am beginning to use turns and changes in direction whilst travelling.	I can use turns and changes in direction whilst travelling.	I can use a range of turns, changes in direction and speed whilst travelling.
	Year 4	I am beginning to use turns and changes in direction whilst travelling.	I can use turns and changes in direction whilst travelling.	I can use a range of turns, changes in direction and speed whilst travelling.	I can justify the reason for incorporating a range of turns, changes in direction and speed whilst travelling.

Gymnastics - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I can create a sequence of movements independently and with others.	I can create a sequence of appropriate actions for a theme.	I can select ideas to compose specific sequences of movements, shapes and balances to fit a theme.	I can independently create a complex sequence involving travelling, balancing, holding shapes, jumping, leaping and stretching.
	Year 6	I can create a sequence of appropriate actions for a theme.	I can select ideas to compose specific sequences of movements, shapes and balances to fit a theme.	I can independently create a complex sequence involving travelling, balancing, holding shapes, jumping, leaping and stretching.	I can independently create a complex sequence to a range of success criteria involving travelling, balancing, holding shapes, jumping, leaping and stretching.
	Year 5	I can incorporate a controlled roll into a sequence.	I can perform several rolls fluently and with control.	I can perform several rolls fluently and with control consistently.	I can perform a range of rolls fluently and with control consistently.
	Year 6	I can perform several rolls fluently and with control.	I can perform several rolls fluently and with control consistently.	I can perform a range of rolls fluently and with control consistently.	I can evaluate the success of and justify the use of rolls in my routines.
	Year 5	I can identify several ways to jump (1-1, 1-2, 2-1, 2-2) and carry them out safely.	I can consider how I present and finish my jump.	I can consistently conclude a jump with control and expression.	I can perform complex jumps whilst demonstrating precision and control and expression.
	Year 6	I can consider how I present and finish my jump.	I can consistently conclude a jump with control and expression.	I can perform complex jumps whilst demonstrating precision and control and expression.	I can evaluate the success of and justify the use of complex jumps in my routines.
	Year 5	I can hold a still shape whilst balancing with different points of the body the majority of attempts.	I can demonstrate an improvement in the placement and alignment of body parts in balances.	I can carry out balances, recognising the position of my centre of gravity and how it affects the balance.	I can demonstrate precise and controlled placement of body parts in actions, shapes and balances.
	Year 6	I can demonstrate an improvement in the placement and alignment of body parts in balances.	I can carry out balances, recognising the position of my centre of gravity and how it affects the balance.	I can demonstrate precise and controlled placement of body parts in actions, shapes and balances.	I can evaluate the success of and justify the use of complex precise and controlled balances in my routines.
	Year 5	I am beginning to be able to incorporate equipment into my routines.	I can use a range of pieces of equipment in my routines.	I can confidently and consistently combine equipment with movement to create sequences.	I can plan equipment and movement into a routine based on a theme.
	Year 6	I can use a range of pieces of equipment in my routines.	I can confidently and consistently combine equipment with movement to create sequences.	I can plan equipment and movement into a routine based on a theme.	I can justify the use of equipment and movement in my routine and explain how it enhances my performance.
	Year 5	I can transition between contrasting actions (low/tall, narrow/wide) with increasing control, coordination and care.	I am beginning to perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency consistently.
	Year 6	I am beginning to perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency.	I can perform routines with clarity, expression and fluency consistently.	I can identify the features of a high quality routine and apply them in my performance.
	Year 5	I can use turns and changes in direction whilst travelling.	I can use a range of turns, changes in direction and speed whilst travelling.	I can justify the reason for incorporating a range of turns, changes in direction and speed whilst travelling.	I can critique and evaluate my own performance based on a success criteria.
	Year 6	I can use a range of turns, changes in direction and speed whilst travelling.	I can justify the reason for incorporating a range of turns, changes in direction and speed whilst travelling.	I can critique and evaluate my own performance based on a success criteria.	I can independently critique and evaluate my own performance based on a success criteria.

Dance - EYFS & KS1

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	EYFS	I can make different shapes with my body.	I am beginning to be able to copy basic body actions and movements.	I can copy basic body actions and rhythms.	I am beginning to use simple choreographic devices such as unison, canon and mirroring.
	Year 1	I am beginning to be able to copy basic body actions and movements.	I can copy basic body actions and rhythms.	I am beginning to use simple choreographic devices such as unison, canon and mirroring.	I can use simple choreographic devices such as unison, canon and mirroring.
	Year 2	I can copy basic body actions and rhythms.	I am beginning to use simple choreographic devices such as unison, canon and mirroring.	I can use simple choreographic devices such as unison, canon and mirroring.	I can create dance phrases with a partner or small group using canon, unison and mirroring.
	EYFS	I am beginning to negotiate space.	I am beginning to negotiate space with some confidence.	I am beginning to negotiate space confidently.	I can negotiate space confidently and safely.
	Year 1	I am beginning to negotiate space with some confidence.	I am beginning to negotiate space confidently.	I can negotiate space confidently and safely.	I can remember, repeat and link a range of actions with coordination, control and awareness.
	Year 2	I am beginning to negotiate space confidently.	I can negotiate space confidently and safely.	I can remember, repeat and link a range of actions with coordination, control and awareness.	I am beginning to be able to compare and adapt movements and motifs to create larger sequences.
	EYFS	I am beginning to make movements that represent objects and animals.	I am beginning to imitate motifs from stories and topics.	I can use my body to imitate motifs from stories and topics, such as animals, trees etc.	I can create movements and respond imaginatively to a range of stimuli.
	Year 1	I am beginning to imitate motifs from stories and topics.	I can use my body to imitate motifs from stories and topics, such as animals, trees etc.	I can create movements and respond imaginatively to a range of stimuli.	I can move in time to music.
	Year 2	I can use my body to imitate motifs from stories and topics, such as animals, trees etc.	I can create movements and respond imaginatively to a range of stimuli.	I can move in time to music.	I can use counts to keep in time with a group and the music.
	EYFS	I can link two movements together when guided.	I can create a short movement phrase when guided.	I can create a short movement phrase using my own ideas.	I am beginning to be able to improvise independently to create a simple dance.
	Year 1	I can create a short movement phrase when guided.	I can create a short movement phrase using my own ideas.	I am beginning to be able to improvise independently to create a simple dance.	I can compose and perform short dances that express and communicate moods, ideas and feelings.
	Year 2	I can create a short movement phrase using my own ideas.	I am beginning to be able to improvise independently to create a simple dance.	I can compose and perform short dances that express and communicate moods, ideas and feelings.	I can compose and perform dances that express and communicate a range of moods, ideas and feelings.
	EYFS	I can perform with very limited control.	I am beginning to be able to control my body when performing a sequence of movements.	I can control my body when performing a sequence of movements.	I can perform using a range of actions and body parts with some coordination.
	Year 1	I am beginning to be able to control my body when performing a sequence of movements.	I can control my body when performing a sequence of movements.	I can perform using a range of actions and body parts with some coordination.	I can change the speed and level of my actions.
	Year 2	I can control my body when performing a sequence of movements.	I can perform using a range of actions and body parts with some coordination.	I can change the speed and level of my actions.	I can perform learnt actions with control and expression.
	EYFS	I am beginning to be able to recall what I did during the lesson.	I can identify some things that I have done during the lesson.	I can talk about what I have done during the lesson.	I can watch and describe performances.
	Year 1	I can identify some things that I have done during the lesson.	I can talk about what I have done during the lesson.	I can watch and describe performances.	I can talk about the differences between my work and that of others.
	Year 2	I can talk about what I have done during the lesson.	I can watch and describe performances.	I can talk about the differences between my work and that of others.	I can watch, describe and evaluate the effectiveness of a performance.

Dance - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I am beginning to use simple choreographic devices such as unison, canon and mirroring.	I can use simple choreographic devices such as unison, canon and mirroring.	I can create dance phrases with a partner or small group using canon, unison and mirroring.	I can create extended dance phrases within a small group using canon, unison, mirroring and formation.
	Year 4	I can use simple choreographic devices such as unison, canon and mirroring.	I can create dance phrases with a partner or small group using canon, unison and mirroring.	I can create extended dance phrases within a small group using canon, unison, mirroring and formation.	I can modify parts of a dance sequence in response to self and peer evaluation.
	Year 3	I can negotiate space confidently and safely.	I can remember, repeat and link a range of actions with coordination, control and awareness.	I am beginning to be able to compare and adapt movements and motifs to create larger sequences.	I can compare and adapt movements and motifs to create larger sequences.
	Year 4	I can remember, repeat and link a range of actions with coordination, control and awareness.	I am beginning to be able to compare and adapt movements and motifs to create larger sequences.	I can compare and adapt movements and motifs to create larger sequences.	I can transition between motifs smoothly and with confidence.
	Year 3	I can create movements and respond imaginatively to a range of stimuli.	I can move in time to music.	I can use counts to keep in time with a group and the music.	I can perform dances clearly and fluently in front of an audience.
	Year 4	I can move in time to music.	I can use counts to keep in time with a group and the music.	I can perform dances clearly and fluently in front of an audience.	I can perform dances clearly, fluently and confidently in front of an audience.
	Year 3	I am beginning to be able to improvise independently to create a simple dance.	I can compose and perform short dances that express and communicate moods, ideas and feelings.	I can compose and perform dances that express and communicate a range of moods, ideas and feelings.	I can vary dynamics and develop actions and motifs in response to stimuli.
	Year 4	I can compose and perform short dances that express and communicate moods, ideas and feelings.	I can compose and perform dances that express and communicate a range of moods, ideas and feelings.	I can vary dynamics and develop actions and motifs in response to stimuli.	I can demonstrate imagination and creativity in the movements I have devised in response to stimuli.
	Year 3	I can perform using a range of actions and body parts with some coordination.	I can change the speed and level of my actions.	I can perform learnt actions with control and expression.	I can perform learnt actions and techniques with control, expression and accuracy most of the time.
	Year 4	I can change the speed and level of my actions.	I can perform learnt actions with control and expression.	I can perform learnt actions and techniques with control, expression and accuracy most of the time.	I can perform a dance that reflects a chosen dance style.
	Year 3	I can watch and describe performances.	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 watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.
	Year 4	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 watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	I can explain why I have used particular skills or techniques and explain the effect they have had on my performance.

Dance - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I can create dance phrases with a partner or small group using canon, unison and mirroring.	I can create extended dance phrases within a small group using canon, unison, mirroring and formation.	I can modify parts of a dance sequence in response to self and peer evaluation.	I can adapt and refine actions, dynamics and movements in response to self and peer evaluation to improve a dance.
	Year 6	I can create extended dance phrases within a small group using canon, unison, mirroring and formation.	I can modify parts of a dance sequence in response to self and peer evaluation.	I can adapt and refine actions, dynamics and movements in response to self and peer evaluation to improve a dance.	I can adapt the structure of my dance in response to self and peer evaluation to improve a dance.
	Year 5	I am beginning to be able to compare and adapt movements and motifs to create larger sequences.	I can compare and adapt movements and motifs to create larger sequences.	I can transition between motifs smoothly and with confidence.	I can combine flexibility, techniques, movements and shapes to transition rhythmically between motifs.
	Year 6	I can compare and adapt movements and motifs to create larger sequences.	I can transition between motifs smoothly and with confidence.	I can combine flexibility, techniques, movements and shapes to transition rhythmically between motifs.	I can demonstrate a range of skills to demonstrate high quality transitions between motifs.
	Year 5	I can use counts to keep in time with a group and the music.	I can perform dances clearly and fluently in front of an audience.	I can perform dances clearly, fluently and confidently in front of an audience.	I can demonstrate strong, controlled and fluent movements to confidently perform in front of an audience.
	Year 6	I can perform dances clearly and fluently in front of an audience.	I can perform dances clearly, fluently and confidently in front of an audience.	I can demonstrate strong, controlled and fluent movements to confidently perform in front of an audience.	I can perform a high quality dance demonstrating a range of skills fluently, with control and confidence.
	Year 5	I can compose and perform dances that express and communicate a range of moods, ideas and feelings.	I can vary dynamics and develop actions and motifs in response to stimuli.	I can demonstrate imagination and creativity in the movements I have devised in response to stimuli.	I can use props appropriately and effectively to create a dance in response to a stimuli.
	Year 6	I can vary dynamics and develop actions and motifs in response to stimuli.	I can demonstrate imagination and creativity in the movements I have devised in response to stimuli.	I can use props appropriately and effectively to create a dance in response to a stimuli.	I can reflect on my use of props during a dance and can justify my reason for using them.
	Year 5	I can perform learnt actions with control and expression.	I can perform learnt actions and techniques with control, expression and accuracy most of the time.	I can perform a dance that reflects a chosen dance style.	I can perform a dance that reflects a range of dance styles.
	Year 6	I can perform learnt actions and techniques with control, expression and accuracy most of the time.	I can perform a dance that reflects a chosen dance style.	I can perform a dance that reflects a range of dance styles.	I can perform a wide range of dance styles.
	Year 5	I can watch, describe and evaluate the effectiveness of a performance.	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	I can explain why I have used particular skills or techniques and explain the effect they have had on my performance.	I can evaluate my own and others' work, suggesting thoughtful and appropriate improvements.
	Year 6	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	I can explain why I have used particular skills or techniques and explain the effect they have had on my performance.	I can evaluate my own and others' work, suggesting thoughtful and appropriate improvements.	I can comprehensively evaluate my own and others' work, suggesting thoughtful and appropriate improvements.

Athletics - EYFS & KS1

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	EYFS	I can differentiate between walking and running.	I am beginning to be able to run for a variety of purposes.	I can run in different ways for a variety of purposes.	I can jog and sprint in a straight line.
	Year 1	I am beginning to be able to run for a variety of purposes.	I can run in different ways for a variety of purposes.	I can jog and sprint in a straight line.	I can run over different distances, at different speeds, using a range of stride lengths.
	Year 2	I can run in different ways for a variety of purposes.	I can jog and sprint in a straight line.	I can run over different distances, at different speeds, using a range of stride lengths.	I can identify effective arm and leg technique when running.
	EYFS	I can jump from one spot to another.	I am beginning to be able to jump in a range of ways, landing safely.	I can jump in a range of ways, landing safely.	I can jump horizontally and vertically from a standing position.
	Year 1	I am beginning to be able to jump in a range of ways, landing safely.	I can jump in a range of ways, landing safely.	I can jump horizontally and vertically from a standing position.	I can select an appropriate jump to cover the greatest distance and height.
	Year 2	I can jump in a range of ways, landing safely.	I can jump horizontally and vertically from a standing position.	I can select an appropriate jump to cover the greatest distance and height.	I can identify an effective technique for the standing long jump.
	EYFS	I can move a piece of equipment.	I can roll a piece of equipment.	I can roll equipment in different ways.	I can move an object a further distance by using more power.
	Year 1	I can roll a piece of equipment.	I can roll equipment in different ways.	I can move an object a further distance by using more power.	I can throw different types of equipment in different ways for accuracy and distance.
	Year 2	I can roll equipment in different ways.	I can move an object a further distance by using more power.	I can throw different types of equipment in different ways for accuracy and distance.	I can identify effective technique for throwing over distance.
	EYFS	I can throw underarm.	I am beginning to be able to throw towards a target.	I can throw an object underarm at a target.	I can throw an object overarm at a target.
	Year 1	I am beginning to be able to throw towards a target.	I can throw an object underarm at a target.	I can throw an object overarm at a target.	I can throw with accuracy at targets of different heights.
	Year 2	I can throw an object underarm at a target.	I can throw an object overarm at a target.	I can throw with accuracy at targets of different heights.	I can demonstrate control and greater accuracy when throwing overarm.
	EYFS	I am beginning to be able to demonstrate control when performing a sequence of movements.	I can demonstrate some control when performing a sequence of movements.	I can control my body when performing a sequence of movements.	I can travel into a jump and land with control.
	Year 1	I can demonstrate some control when performing a sequence of movements.	I can control my body when performing a sequence of movements.	I can travel into a jump and land with control.	I can combine different jumps with some fluency and control.
	Year 2	I can control my body when performing a sequence of movements.	I can travel into a jump and land with control.	I can combine different jumps with some fluency and control.	I can run and jump over hurdles.
	EYFS	I am beginning to be able to recall what I did during the lesson.	I can identify some things that I have done during the lesson.	I can talk about what I have done.	I can watch and describe an athletic performance.
Year 1	I can identify some things that I have done during the lesson.	I can talk about what I have done.	I can watch and describe an athletic performance.	I can watch and describe performances, and use what I have seen to improve my performance.	
Year 2	I can talk about what I have done.	I can watch and describe an athletic performance.	I can watch and describe performances, and use what I have seen to improve my performance.	I can describe how my performance has improved.	

Athletics - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I can jog and sprint in a straight line.	I can run over different distances, at different speeds, using a range of stride lengths.	I can identify effective arm and leg technique when running.	I can demonstrate an improved arm and leg technique when running.
	Year 4	I can run over different distances, at different speeds, using a range of stride lengths.	I can identify effective arm and leg technique when running.	I can demonstrate an improved arm and leg technique when running.	I can identify my reaction time and explain why it is important when starting a race.
	Year 3	I can perform a relay.	I can perform a relay, effectively handing over the baton some of the time.	I can perform a relay, effectively handing over the baton most of the time.	I can perform a relay, effectively handing over the baton the majority of the time.
	Year 4	I can perform a relay, effectively handing over the baton some of the time.	I can perform a relay, effectively handing over the baton most of the time.	I can perform a relay, effectively handing over the baton the majority of the time.	I can identify and demonstrate stamina and explain why it is important for a runner.
	Year 3	I can jump horizontally and vertically from a standing position.	I can select an appropriate jump to cover the greatest distance and height.	I can identify an effective technique for the standing long jump.	I can accurately measure distance jumped both vertically and horizontally.
	Year 4	I can select an appropriate jump to cover the greatest distance and height.	I can identify an effective technique for the standing long jump.	I can accurately measure distance jumped both vertically and horizontally.	I can identify an effective technique for the standing vertical jump.
	Year 3	I can move an object a further distance by using more power.	I can throw different types of equipment in different ways for accuracy and distance.	I can identify effective technique for throwing over distance.	I can perform a pull throw.
	Year 4	I can throw different types of equipment in different ways for accuracy and distance.	I can identify effective technique for throwing over distance.	I can perform a pull throw.	I can perform a fling throw.
	Year 3	I can throw an object overarm at a target.	I can throw with accuracy at targets of different heights.	I can demonstrate control and greater accuracy when throwing overarm.	I can accurately measure the distance of my throw.
	Year 4	I can throw with accuracy at targets of different heights.	I can demonstrate control and greater accuracy when throwing overarm.	I can accurately measure the distance of my throw.	I can throw a variety of implements using a range of throwing techniques.
	Year 3	I can travel into a jump and land with control.	I can combine different jumps with some fluency and control.	I can run and jump over hurdles.	I can combine a hop, step and jump to perform the standing triple jump.
	Year 4	I can combine different jumps with some fluency and control.	I can run and jump over hurdles.	I can combine a hop, step and jump to perform the standing triple jump.	I can perform the standing triple jump with increased confidence.
	Year 3	I can watch and describe an athletic performance.	I can watch and describe performances, and use what I have seen to improve my performance.	I can describe how my performance has improved.	I can modify my technique to achieve a better result.
	Year 4	I can watch and describe performances, and use what I have seen to improve my performance.	I can describe how my performance has improved.	I can modify my technique to achieve a better result.	I can explain why I have used particular skills or techniques, and the effect they have had on my performance.

Athletics - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I can identify effective arm and leg technique when running.	I can demonstrate an improved arm and leg technique when running.	I can identify my reaction time and explain why it is important when starting a race.	I can build up speed quickly for a sprint finish.
	Year 6	I can demonstrate an improved arm and leg technique when running.	I can identify my reaction time and explain why it is important when starting a race.	I can build up speed quickly for a sprint finish.	I can confidently and independently select the most appropriate pace for different distances and different parts of the run.
	Year 5	I can perform a relay, effectively handing over the baton most of the time.	I can perform a relay, effectively handing over the baton the majority of the time.	I can identify and demonstrate stamina and explain why it is important for a runner.	I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
	Year 6	I can perform a relay, effectively handing over the baton the majority of the time.	I can identify and demonstrate stamina and explain why it is important for a runner.	I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.	I can refine and build upon an effective running technique, including reaction time.
	Year 5	I can identify an effective technique for the standing long jump.	I can accurately measure distance jumped both vertically and horizontally.	I can identify an effective technique for the standing vertical jump.	I can perform, maintain control and apply different types of jumps in other contexts.
	Year 6	I can accurately measure distance jumped both vertically and horizontally.	I can identify an effective technique for the standing vertical jump.	I can perform, maintain control and apply different types of jumps in other contexts.	I can support others in improving their jumping technique.
	Year 5	I can identify effective technique for throwing over distance.	I can perform a pull throw.	I can perform a fling throw.	I can perform a heave throw.
	Year 6	I can perform a pull throw.	I can perform a fling throw.	I can perform a heave throw.	I can refine and build upon an effective throwing technique across a range of throws to for distance.
	Year 5	I can demonstrate control and greater accuracy when throwing overarm.	I can accurately measure the distance of my throw.	I can throw a variety of implements using a range of throwing techniques.	I can throw a variety of implements using a range of throwing techniques with increased accuracy.
	Year 6	I can accurately measure the distance of my throw.	I can throw a variety of implements using a range of throwing techniques.	I can throw a variety of implements using a range of throwing techniques with increased accuracy.	I can refine and build upon an effective throwing technique across a range of throws to throw for accuracy.
	Year 5	I can run and jump over hurdles.	I can combine a hop, step and jump to perform the standing triple jump.	I can perform the standing triple jump with increased confidence.	I can maintain control at each of the different stages of the triple jump.
	Year 6	I can combine a hop, step and jump to perform the standing triple jump.	I can perform the standing triple jump with increased confidence.	I can maintain control at each of the different stages of the triple jump.	I can set up and lead jumping activities, providing accurate and reliable measurements.
	Year 5	I can describe how my performance has improved.	I can modify my technique to achieve a better result.	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 other peoples work, suggesting thoughtful and appropriate improvements.
	Year 6	I can modify my technique to achieve a better result.	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 other peoples work, suggesting thoughtful and appropriate improvements.	I can set realistic targets and describe what I need to do to achieve them.

Games - Throwing, catching and striking - EYFS & KS1

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	EYFS	I can swing a racquet in the direction of an object.	I can hit a ball with a racquet on some attempts.	I can hit a ball with a racquet.	I can employ hitting skills in a game.
	Year 1	I can hit a ball with a racquet on some attempts.	I can hit a ball with a racquet.	I can employ hitting skills in a game.	I can position my body to successfully strike a ball.
	Year 2	I can hit a ball with a racquet.	I can employ hitting skills in a game.	I can position my body to successfully strike a ball.	I am beginning to be able to strike the ball for distance.
	EYFS	I can catch stop equipment travelling using my hands.	I can catch equipment using two hands on some attempts.	I can catch equipment using two hands.	I can catch equipment using two hands consistently.
	Year 1	I can catch equipment using two hands on some attempts.	I can catch equipment using two hands.	I can catch equipment using two hands consistently.	I can throw and catch a ball with a partner.
	Year 2	I can catch equipment using two hands.	I can catch equipment using two hands consistently.	I can throw and catch a ball with a partner.	I can throw and catch with increasing accuracy and control.
	EYFS	I can move a ball by kicking it.	I can move a ball by bouncing it.	I can move a ball in different ways, including bouncing and kicking.	I can roll a ball towards a target.
	Year 1	I can move a ball by bouncing it.	I can move a ball in different ways, including bouncing and kicking.	I can roll a ball towards a target.	I can stop and gather a moving ball.
	Year 2	I can move a ball in different ways, including bouncing and kicking.	I can roll a ball towards a target.	I can stop and gather a moving ball.	I can stop, gather and return a moving ball.
	EYFS	I can kick a ball.	I can kick an object towards a target with some success.	I can kick an object towards a target.	I can move with a ball in different ways, including bouncing and kicking, towards a target.
	Year 1	I can kick an object towards a target with some success.	I can kick an object towards a target.	I can move with a ball in different ways, including bouncing and kicking, towards a target.	I can move with a ball in different ways, including bouncing and kicking, with increased control.
	Year 2	I can kick an object towards a target.	I can move with a ball in different ways, including bouncing and kicking, towards a target.	I can move with a ball in different ways, including bouncing and kicking, with increased control.	I can dribble a ball around cones by bouncing or kicking it.
	EYFS	I can travel sideways.	I can travel backwards.	I can travel in different ways, including sideways and backwards.	I can travel in different directions with a ball.
	Year 1	I can travel backwards.	I can travel in different ways, including sideways and backwards.	I can travel in different directions with a ball.	I can throw and kick a ball whilst moving.
	Year 2	I can travel in different ways, including sideways and backwards.	I can travel in different directions with a ball.	I can throw and kick a ball whilst moving.	I can throw or kick a ball to another person whilst moving.
	EYFS	I am beginning to be able to recall what I did during the lesson.	I can identify some things that I have done during the lesson.	I can talk about what I have done.	I can watch and describe a games performance.
	Year 1	I can identify some things that I have done during the lesson.	I can talk about what I have done.	I can watch and describe an a games performance.	I can identify similarities and differences between my work and that of others.
	Year 2	I can talk about what I have done.	I can watch and describe an a games performance.	I can identify similarities and differences between my work and that of others.	I can describe the effectiveness of a performance.

Games - Throwing, catching and striking - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I can employ hitting skills in a game.	I can position my body to successfully strike a ball.	I am beginning to be able to strike the ball for distance.	I can strike a ball into a desired space.
	Year 4	I can position my body to successfully strike a ball.	I am beginning to be able to strike the ball for distance.	I can strike a ball into a desired space.	I can use different techniques to hit a ball (backhand, forehand).
	Year 3	I can catch equipment using two hands consistently.	I can throw and catch a ball with a partner.	I can throw and catch with increasing accuracy and control.	I can confidently throw and catch in game situations.
	Year 4	I can throw and catch a ball with a partner.	I can throw and catch with increasing accuracy and control.	I can confidently throw and catch in game situations.	I can select specific throwing types for different games.
	Year 3	I can roll a ball towards a target.	I can stop and gather a moving ball.	I can stop, gather and return a moving ball.	I can stop, gather and return a moving ball with accuracy.
	Year 4	I can stop and gather a moving ball.	I can stop, gather and return a moving ball.	I can stop, gather and return a moving ball with accuracy.	I can perform a long barrier to stop a ball.
	Year 3	I can move with a ball in different ways, including bouncing and kicking, towards a target.	I can move with a ball in different ways, including bouncing and kicking, with increased control.	I can dribble a ball around cones by bouncing or kicking it.	I can dribble in a game situation.
	Year 4	I can move with a ball in different ways, including bouncing and kicking, with increased control.	I can dribble a ball around cones by bouncing or kicking it.	I can dribble in a game situation.	I can dribble in a game situation, demonstrating fluency and control.
	Year 3	I can travel in different directions with a ball.	I can throw and kick a ball whilst moving.	I can throw or kick a ball to another person whilst moving.	I can throw or kick a ball to another person whilst moving in a game situation.
	Year 4	I can throw and kick a ball whilst moving.	I can throw or kick a ball to another person whilst moving.	I can throw or kick a ball to another person whilst moving in a game situation.	I can throw or kick a ball to another person whilst moving, demonstrating fluency and control.
	Year 3	I can watch and describe an a games performance.	I can identify similarities and differences between my work and that of others.	I can describe the effectiveness of a performance.	I can describe ways to improve my performance.
	Year 4	I can identify similarities and differences between my work and that of others.	I can describe the effectiveness of a performance.	I can describe ways to improve my performance.	I can choose and use criteria to evaluate my own and others' performance.

Games - Throwing, catching and striking - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I am beginning to be able to strike the ball for distance.	I can strike a ball into a desired space.	I can use different techniques to hit a ball (backhand, forehand).	I can hit a bowled ball over a longer distance.
	Year 6	I can strike a ball into a desired space.	I can use different techniques to hit a ball (backhand, forehand).	I can hit a bowled ball over a longer distance.	I can demonstrate high levels of hand eye coordination whilst hitting a ball across several sports.
	Year 5	I can throw and catch with increasing accuracy and control.	I can confidently throw and catch in game situations.	I can select specific throwing types for different games.	I can throw and catch successfully under pressure.
	Year 6	I can confidently throw and catch in game situations.	I can select specific throwing types for different games.	I can throw and catch successfully under pressure.	I can demonstrate a good bowling technique across a range of sports.
	Year 5	I can stop, gather and return a moving ball.	I can stop, gather and return a moving ball with accuracy.	I can perform a long barrier to stop a ball.	I can stop and gather a moving ball whilst under pressure.
	Year 6	I can stop, gather and return a moving ball with accuracy.	I can perform a long barrier to stop a ball.	I can stop and gather a moving ball whilst under pressure.	I can stop, gather and return a moving ball whilst under pressure with accuracy and precision almost all of the time.
	Year 5	I can dribble a ball around cones by bouncing or kicking it.	I can dribble in a game situation.	I can dribble in a game situation, demonstrating fluency and control.	I can use various ball skills and begin to link them together.
	Year 6	I can dribble in a game situation.	I can dribble in a game situation, demonstrating fluency and control.	I can use various ball skills and begin to link them together.	I can use various ball skills and link them together with confidence and accuracy.
	Year 5	I can throw or kick a ball to another person whilst moving.	I can throw or kick a ball to another person whilst moving in a game situation.	I can throw or kick a ball to another person whilst moving, demonstrating fluency and control.	I can throw or kick a ball to another person whilst moving, under pressure.
	Year 6	I can throw or kick a ball to another person whilst moving in a game situation.	I can throw or kick a ball to another person whilst moving, demonstrating fluency and control.	I can throw or kick a ball to another person whilst moving, under pressure.	I can throw or kick a ball to another person, whilst moving and under pressure, with confidence and precision.
	Year 5	I can describe the effectiveness of a performance.	I can describe ways to improve my performance.	I can choose and use criteria to evaluate my own and others' performance.	I can explain why I have used particular skills/ methods.
	Year 6	I can describe ways to improve my performance.	I can choose and use criteria to evaluate my own and others' performance.	I can explain why I have used particular skills/ methods.	I can thoroughly evaluate my performance and explain what I would do to improve.

Games - Games understanding - EYFS & KS1

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	EYFS	I can move around space and equipment.	I can move around space and equipment with some control.	I can move safely around space and equipment.	I am beginning to use space in a game.
	Year 1	I can move around space and equipment with some control.	I can move safely around space and equipment.	I am beginning to use space in a game.	I am beginning to be able to choose and use the best space in a game.
	Year 2	I can move safely around space and equipment.	I am beginning to use space in a game.	I am beginning to be able to choose and use the best space in a game.	I can use space to support teammates.
	EYFS	I am beginning to be able to take part in some chasing games.	I can play some chasing games.	I can play a range of chasing games.	I am beginning to use the terms attacking and defending.
	Year 1	I can play some chasing games.	I can play a range of chasing games.	I am beginning to use the terms attacking and defending.	I can use the terms attacking and defending to describe what is happening in a game.
	Year 2	I can play a range of chasing games.	I am beginning to use the terms attacking and defending.	I can use the terms attacking and defending to describe what is happening in a game.	I can work as part of a team to achieve a goal.
	EYFS	I can attempt to dodge past a defender some of the time.	I can attempt to dodge past a defender.	I am beginning to be able to dodge to get past a defender.	I can dodge to get past a defender.
	Year 1	I can attempt to dodge past a defender.	I am beginning to be able to dodge to get past a defender.	I can dodge to get past a defender.	I can mark a player or defend a space.
	Year 2	I am beginning to be able to dodge to get past a defender.	I can dodge to get past a defender.	I can mark a player or defend a space.	I can use basic attacking and defending skills in a game situation .
	EYFS	I am beginning to be able to follow some of the simple rules of a game.	I can follow some of the simple rules of a game.	I can follow the simple rules of a game.	I can follow simple rules to play team games.
	Year 1	I can follow some of the simple rules of a game.	I can follow the simple rules of a game.	I can follow simple rules to play team games.	I can explain the importance of rules in a game.
	Year 2	I can follow the simple rules of a game.	I can follow simple rules to play team games.	I can explain the importance of rules in a game.	I can apply and follow rules fairly.
	EYFS	I can play simple games on my own.	I am beginning to be able to participate in simple games.	I can participate in simple games.	I can participate in team games.
	Year 1	I am beginning to be able to participate in simple games.	I can participate in simple games.	I can participate in team games.	I compete against myself and others.
	Year 2	I can participate in simple games.	I can participate in team games.	I compete against myself and others.	I can compete against others in a controlled manner.

Games - Games understanding - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I am beginning to use space in a game.	I am beginning to be able to choose and use the best space in a game.	I can use space to support teammates.	I can make the best use of space to pass and receive a ball.
	Year 4	I am beginning to be able to choose and use the best space in a game.	I can use space to support teammates.	I can make the best use of space to pass and receive a ball.	I can use space to help my team achieve their goal.
	Year 3	I am beginning to use the terms attacking and defending.	I can use the terms attacking and defending to describe what is happening in a game.	I can work as part of a team to achieve a goal.	I can contribute to my teams' attacking and defending attempts.
	Year 4	I can use the terms attacking and defending to describe what is happening in a game.	I can work as part of a team to achieve a goal.	I can contribute to my teams' attacking and defending attempts.	I can choose tactics for attacking and defending.
	Year 3	I can dodge to get past a defender.	I can mark a player or defend a space.	I can use basic attacking and defending skills in a game situation .	I can identify simple game tactics.
	Year 4	I can mark a player or defend a space.	I can use basic attacking and defending skills in a game situation .	I can identify simple game tactics.	I can vary the tactics I use in a game.
	Year 3	I can follow simple rules to play team games.	I can explain the importance of rules in a game.	I can apply and follow rules fairly.	I can adapt rules to alter games.
	Year 4	I can explain the importance of rules in a game.	I can apply and follow rules fairly.	I can adapt rules to alter games.	I can devise and adapt rules to create my own game.
	Year 3	I am beginning to be able to describe what it means to have possession in a game.	I can describe what it means to have possession in a game.	I can describe meaning and the importance of possession in a game.	I can occasionally help my team win back possession during a game.
	Year 4	I can describe what it means to have possession in a game.	I can describe meaning and the importance of possession in a game.	I can occasionally help my team win back possession during a game.	I can keep and win back possession of the ball effectively in a game.
	Year 3	I can participate in team games.	I compete against myself and others.	I can compete against others in a controlled manner.	I can identify the characteristics of good sportsmanship.
	Year 4	I compete against myself and others.	I can compete against others in a controlled manner.	I can identify the characteristics of good sportsmanship.	I can demonstrate the characteristics of good sportsmanship.

Games - Games understanding - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I can use space to support teammates.	I can make the best use of space to pass and receive a ball.	I can use space to help my team achieve their goal.	I can demonstrate an increasing awareness of space.
	Year 6	I can make the best use of space to pass and receive a ball.	I can use space to help my team achieve their goal.	I can demonstrate an increasing awareness of space.	I can demonstrate a good awareness of space.
	Year 5	I can work as part of a team to achieve a goal.	I can contribute to my teams' attacking and defending attempts.	I can choose tactics for attacking and defending.	I can adapt tactics for attacking and defending.
	Year 6	I can contribute to my teams' attacking and defending attempts.	I can choose tactics for attacking and defending.	I can adapt tactics for attacking and defending.	I can lead a team when both attacking and defending.
	Year 5	I can use basic attacking and defending skills in a game situation .	I can identify simple game tactics.	I can vary the tactics I use in a game.	I can explain why chosen tactics are useful an appropriate.
	Year 6	I can identify simple game tactics.	I can vary the tactics I use in a game.	I can explain why chosen tactics are useful an appropriate.	I can demonstrate a tactical awareness across a range of games.
	Year 5	I can apply and follow rules fairly.	I can adapt rules to alter games.	I can devise and adapt rules to create my own game.	I can follow and create complicated rules to play a game successfully.
	Year 6	I can adapt rules to alter games.	I can devise and adapt rules to create my own game.	I can follow and create complicated rules to play a game successfully.	I can explain the impact rules have on a game.
	Year 5	I can describe meaning and the importance of possession in a game.	I can occasionally help my team win back possession during a game.	I can keep and win back possession of the ball effectively in a game.	I can keep and win back possession of the ball effectively in a variety of games.
	Year 6	I can occasionally help my team win back possession during a game.	I can keep and win back possession of the ball effectively in a game.	I can keep and win back possession of the ball effectively in a variety of games.	I can keep and win back possession of the ball effectively and in a variety of ways in a team game.
	Year 5	I can compete against others in a controlled manner.	I can identify the characteristics of good sportsmanship.	I can demonstrate the characteristics of good sportsmanship.	I can explain the importance of good sportsmanship.
	Year 6	I can identify the characteristics of good sportsmanship.	I can demonstrate the characteristics of good sportsmanship.	I can explain the importance of good sportsmanship.	I can identify the features of a good leader.

OAA - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I can orientate myself around part of an orienteering trail.	I am beginning to be able to orientate myself around a short orienteering trail.	I can orientate myself around a short orienteering trail.	I can orientate myself around a short orienteering trail with accuracy.
	Year 4	I am beginning to be able to orientate myself around a short orienteering trail.	I can orientate myself around a short orienteering trail.	I can orientate myself around a short orienteering trail with accuracy.	I can orientate myself around an orienteering trail with increasing confidence and accuracy.
	Year 3	I can communicate with another person to help me complete my task.	I am beginning to be able to communicate to begin to work as a team.	I can effectively communicate to begin to work as a team.	I can communicate clearly and effectively with other people in a team.
	Year 4	I am beginning to be able to communicate to begin to work as a team.	I can effectively communicate to begin to work as a team.	I can communicate clearly and effectively with other people in a team.	I can communicate clearly and effectively to complete a particular role in a team.
	Year 3	I can identify one or two symbols used on a key.	I am beginning to be able to identify symbols used on a key.	I can identify symbols used on a key.	I can associate the meaning of a key in the context of the environment.
	Year 4	I am beginning to be able to identify symbols used on a key.	I can identify symbols used on a key.	I can associate the meaning of a key in the context of the environment.	I can identify a key on a map and begin to use the information in activities.
	Year 3	I can complete an activity at my own pace.	I can complete most of an activity in a set period of time.	I am beginning to complete activities in a set period of time.	I can complete activities in a set period of time.
	Year 4	I can complete most of an activity in a set period of time.	I am beginning to complete activities in a set period of time.	I can complete activities in a set period of time.	I can complete an orienteering course on multiple occasions in a quicker time
	Year 3	I can tell whether my performance was successful or not.	I am beginning to evaluate my performance.	I am beginning to evaluate my performance and can identify simple ways to improve my performance .	I can evaluate my performance and can identify ways to improve my performance.
	Year 4	I am beginning to evaluate my performance.	I am beginning to evaluate my performance and can identify simple ways to improve my performance .	I can evaluate my performance and can identify ways to improve my performance.	I can explain why I have used particular skills or techniques, and can explain the effect they have had on my performance.
	Year 3	I am beginning to experiment with different pieces of equipment to determine whether or not they are appropriate for an activity.	I can experiment with different pieces of equipment to determine whether or not they are appropriate for an activity.	I am beginning to select equipment that is appropriate for an activity.	I make an informed decision to select equipment that is appropriate for an activity.
	Year 4	I can experiment with different pieces of equipment to determine whether or not they are appropriate for an activity.	I am beginning to select equipment that is appropriate for an activity.	I make an informed decision to select equipment that is appropriate for an activity.	I can choose the best equipment for an outdoor activity.
	Year 4	I can identify the features of an orienteering course.	I can plan a simple course with support for somebody else to follow.	I can plan a simple course for somebody else to follow.	I can design an orienteering course that can be followed and offers some challenge to others.

OAA - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I can orientate myself around a short orienteering trail.	I can orientate myself around a short orienteering trail with accuracy.	I can orientate myself around an orienteering trail with increasing confidence and accuracy.	I can orientate myself with confidence and accuracy around an orienteering course when under pressure.
	Year 6	I can orientate myself around a short orienteering trail with accuracy.	I can orientate myself around an orienteering trail with increasing confidence and accuracy.	I can orientate myself with confidence and accuracy around an orienteering course when under pressure.	I can orientate myself with confidence and accuracy around an orienteering course within a much reduced timeframe.
	Year 5	I can effectively communicate to begin to work as a team.	I can communicate clearly and effectively with other people in a team.	I can communicate clearly and effectively to complete a particular role in a team.	I can communicate clearly and effectively to complete a range of roles in a team.
	Year 6	I can communicate clearly and effectively with other people in a team.	I can communicate clearly and effectively to complete a particular role in a team.	I can communicate clearly and effectively to complete a range of roles in a team.	I can evaluate the way I have communicated and can suggest ways to improve.
	Year 5	I can identify symbols used on a key.	I can associate the meaning of a key in the context of the environment.	I can identify a key on a map and begin to use the information in activities.	I can use range of map styles to help me complete an orienteering course.
	Year 6	I can associate the meaning of a key in the context of the environment.	I can identify a key on a map and begin to use the information in activities.	I can use range of map styles to help me complete an orienteering course.	I can confidently use a range of map styles to help me complete an orienteering course.
	Year 5	I am beginning to complete activities in a set period of time.	I can complete activities in a set period of time.	I can complete an orienteering course on multiple occasions in a quicker time.	I can identify the quickest route to accurately navigate an orienteering course.
	Year 6	I can complete activities in a set period of time.	I can complete an orienteering course on multiple occasions in a quicker time.	I can identify the quickest route to accurately navigate an orienteering course.	I can evaluate and comment on a range of routes, justifying my choices.
	Year 5	I am beginning to evaluate my performance and can identify simple ways to improve my performance .	I can evaluate my performance and can identify ways to improve my performance.	I can explain why I have used particular skills or techniques, and can explain the effect they have had on my performance.	I can offer a detailed and effective evaluation of my personal performance as well as the performance of my team.
	Year 6	I can evaluate my performance and can identify ways to improve my performance.	I can explain why I have used particular skills or techniques, and can explain the effect they have had on my performance.	I can offer a detailed and effective evaluation of my personal performance as well as the performance of my team.	I can offer a comprehensive evaluation of my personal performance as well as the performance of my team and identify steps to improve.
	Year 5	I am beginning to select equipment that is appropriate for an activity.	I make an informed decision to select equipment that is appropriate for an activity.	I can choose the best equipment for an outdoor activity.	I can competently use a compass to navigate.
	Year 6	I make an informed decision to select equipment that is appropriate for an activity.	I can choose the best equipment for an outdoor activity.	I can competently use a compass to navigate.	I can confidently and accurately use a compass to navigate.
	Year 5	I can plan a simple course with support for somebody else to follow.	I can plan a simple course for somebody else to follow.	I can design an orienteering course that can be followed and offers some challenge to others.	I can work as part of a team to prepare and manage an orienteering course for others to compete in.
	Year 6	I can plan a simple course for somebody else to follow.	I can design an orienteering course that can be followed and offers some challenge to others.	I can work as part of a team to prepare and manage an orienteering course for others to compete in.	I can design, oversee and deliver a challenging orienteering course.

Swimming

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 2	I can demonstrate a very limited understanding of basic pool safety skills/techniques.	I am beginning to be able to identify some elements of basic pool safety skills/techniques.	I am beginning to be able to identify basic pool safety skills/techniques.	I can identify basic pool safety skills/techniques.
	Year 3	I am beginning to be able to identify some elements of basic pool safety skills/techniques.	I am beginning to be able to identify basic pool safety skills/techniques.	I can identify basic pool safety skills/techniques.	I can consistently employ basic pool safety skills/techniques.
	Year 4	I am beginning to be able to identify basic pool safety skills/techniques.	I can identify basic pool safety skills/techniques.	I can tread water for a short amount of time.	I can tread water for an extended amount of time.
	Year 5	I can identify basic pool safety skills/techniques.	I can tread water for a short amount of time.	I can tread water for an extended amount of time.	I can tread water consistently and confidently for an extended amount of time.
	Year 2	I can use a float to keep my head above water for a limited amount of time.	I am beginning to be able to travel vertically and horizontally with the aide of a float and close adult support.	I am beginning to be able to travel vertically and horizontally with the aide of a float.	I can travel a short distance vertically and horizontally with the aide of a float.
	Year 3	I am beginning to be able to travel vertically and horizontally with the aide of a float and close adult support.	I am beginning to be able to travel vertically and horizontally with the aide of a float.	I can travel a width vertically and horizontally with the aide of a float.	I can travel one width vertically and horizontally without the aide of a float.
	Year 4	I am beginning to be able to travel vertically and horizontally with the aide of a float.	I can travel a width vertically and horizontally with the aide of a float.	I can travel one width vertically and horizontally without the aide of a float.	I can travel at least one length independently (any stroke) without stopping.
	Year 5	I can travel a short distance vertically and horizontally with the aide of a float.	I can travel one width vertically and horizontally without the aide of a float.	I can travel at least one length independently (any stroke) without stopping.	I can travel several lengths independently (any stroke) without stopping.
	Year 2	I am beginning to be able to demonstrate a kicking action whilst on my front.	I am beginning to be able to demonstrate a kicking action whilst on my back.	I am beginning to be able to demonstrate a kicking action whilst on my front/back.	I can demonstrate a kicking action whilst on my front/back.
	Year 3	I am beginning to be able to demonstrate a kicking action whilst on my back with the support of a float.	I am beginning to be able to demonstrate a kicking action whilst on my front/back with the support of a float.	I can demonstrate a kicking action whilst on my front/back with the support of a float.	I can demonstrate a kicking action whilst on my front/back to perform a recognised stroke.
	Year 4	I am beginning to be able to demonstrate a kicking action whilst on my front/back with the support of a float.	I can demonstrate a kicking action whilst on my front/back with the support of a float.	I can demonstrate a kicking action whilst on my front/back to perform a recognised stroke.	I can link together skills/techniques to demonstrate several recognised strokes.
	Year 5	I can demonstrate a kicking action whilst on my front/back with the support of a float.	I can demonstrate a kicking action whilst on my front/back without the support of a float.	I can link together skills/techniques to demonstrate several recognised strokes.	I can link together skills/techniques to confidently demonstrate a range of recognised strokes.
	Year 2	I can enter and exit the water with limited control.	I can identify the correct method to enter and exit the water safely.	I can enter and exit the water safely.	I can jump into the water safely.
	Year 3	I can identify the correct method to enter and exit the water safely.	I can enter and exit the water safely.	I can jump into the water safely.	I can jump into the water safely in several different ways.
	Year 4	I can enter and exit the water safely.	I can jump into the water safely.	I can jump into the water safely in several different ways.	I can jump into the water safely in several different ways an exit in a timely manner.
	Year 5	I can jump into the water safely.	I can jump into the water safely in several different ways.	I can jump into the water safely in several different ways an exit in a timely manner.	I can confidently jump into the water safely in several different ways an calmly exit in a timely manner.
	Year 3	I can breathe when needed whilst travelling.	I can identify the features of appropriate breath control when travelling.	I am beginning to demonstrate breath control when travelling.	I can demonstrate breath control when travelling.
	Year 4	I can identify the features of appropriate breath control when travelling.	I am beginning to demonstrate breath control when travelling.	I can demonstrate breath control when travelling.	I can demonstrate breath control when carrying out several strokes.
	Year 5	I am beginning to demonstrate breath control when travelling.	I can demonstrate breath control when travelling.	I can demonstrate breath control when carrying out several strokes.	I can breathe at the optimal time to enhance performance.

Games - Healthy active lifestyle - EYFS & KS1

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	EYFS	I can make simple observations about how my body feels during exercise.	I am beginning to be able to describe how the body feels during exercise.	I can describe how the body feels during exercise.	I can explain how my body feels during exercise.
	Year 1	I am beginning to be able to describe how the body feels during exercise.	I can describe how the body feels during exercise.	I can explain how my body feels during exercise.	I can describe how the body feels during and after different physical activities.
	Year 2	I can describe how the body feels during exercise.	I can explain how my body feels during exercise.	I can describe how the body feels during and after different physical activities.	I can explain and describe the effects of exercise on my body.
	EYFS	I am beginning to be able to make simple observations about how my body feels after exercise.	I can make simple observations about how my body feels after exercise.	I am beginning to be able to describe how I feel after exercise.	I can describe how my body feels after exercise.
	Year 1	I can make simple observations about how my body feels after exercise.	I am beginning to be able to describe how I feel after exercise.	I can describe how my body feels after exercise.	I can recognise why you need to keep healthy.
	Year 2	I am beginning to be able to describe how I feel after exercise.	I can describe how my body feels after exercise.	I can recognise why you need to keep healthy and carry out exercise.	I can explain why it is important to keep healthy and carry out exercise.
	Year 1	I can carry and place equipment.	I am beginning to be able to carry and place equipment safely.	I can carry and place equipment safely.	I can recognise why you need to carry equipment safely.
	Year 2	I am beginning to be able to carry and place equipment safely.	I can carry and place equipment safely.	I can recognise why you need to carry equipment safely.	I can explain why it is important to warm up and cool down.

Games - Healthy active lifestyle - LKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 3	I can explain how my body feels during exercise.	I can describe how the body feels during and after different physical activities.	I can explain and describe the effects of exercise on my body.	I can identify different bones in the body.
	Year 4	I can describe how the body feels during and after different physical activities.	I can explain and describe the effects of exercise on my body.	I can identify different bones in the body.	I can identify different muscles in the body.
	Year 3	I can describe how my body feels after exercise.	I can recognise why you need to keep healthy and carry out exercise.	I can explain why it is important to keep healthy and carry out exercise.	I can identify the features of a healthy balanced diet.
	Year 4	I can recognise why you need to keep healthy and carry out exercise.	I can explain why it is important to keep healthy and carry out exercise.	I can identify the features of a healthy balanced diet.	I can explain why a healthy balanced diet is important.
	Year 3	I can carry and place equipment safely.	I can recognise why you need to carry equipment safely.	I can explain why it is important to warm up and cool down.	I can carry out an effective warm up and cool down.
	Year 4	I can recognise why you need to carry equipment safely.	I can explain why it is important to warm up and cool down.	I can carry out an effective warm up and cool down.	I can lead and lead an effective warm up and cool down.

Games - Healthy active lifestyle - UKS2

		EMERGING	DEVELOPING	SECURED	MASTERED
KNOWLEDGE, APPLICATION and UNDERSTANDING	Year 5	I can explain and describe the effects of exercise on my body.	I can identify different bones in the body.	I can identify different muscles in the body.	I can describe the movement of muscles in various activities.
	Year 6	I can identify different bones in the body.	I can identify different muscles in the body.	I can describe the movement of muscles in various activities.	I can explain the importance of training.
	Year 5	I can explain why it is important to keep healthy and carry out exercise.	I can identify the features of a healthy balanced diet.	I can explain why a healthy balanced diet is important.	I can design a well balanced meal.
	Year 6	I can identify the features of a healthy balanced diet.	I can explain why a healthy balanced diet is important.	I can design a well balanced meal.	I can identify ways to become healthier.
	Year 5	I can explain why it is important to warm up and cool down.	I can carry out an effective warm up and cool down.	I can lead and lead an effective warm up and cool down.	I can plan and lead a warm up suitable for a specific activity.
	Year 6	I can carry out an effective warm up and cool down.	I can lead and lead an effective warm up and cool down.	I can plan and lead a warm up suitable for a specific activity.	I can plan and lead a warm up suitable for a range of different activities.