



**Progression of Skills (EYFS, Y1, Y2)**  
**Subject area: Physical Education**  
**Curriculum Leader: Lee Whipp**

EYFS	Year 1 (KS1 Skills)	Year 2 KS1 Skills
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**Physical development**

I can experiment with different types of movements.

I can jump off an object and land correctly.

I can negotiate space successfully, adjusting speed or changing direction to avoid obstacles.

I can travel with confidence and skills around, under, over, through balancing and climbing equipment.

I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.

I can use simple tools to effect changes to materials.

I can handle tools, objects, construction and malleable materials safely and with increasing control.

I can begin to use anti-clockwise movement and retrace vertical lines.

I can begin to form recognisable letters.

I can use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

**Early Learning Goal**  
**Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.**

I can **copy** and **explore** basic movements and **patterns** changing the **rhythm** and **speed**.

I can **copy** and **explore movements** and **patterns** making changes to **rhythm, speed** and **direction** beginning to show **more control**.

<p><b>Dance</b></p>		<p>I can use <b>imaginative movement</b> to <b>respond</b> to stimuli including sound and music e.g. slow movements to drum beat.</p> <p>I can remember simple movement <b>patterns</b> and <b>dance steps</b> with simple links to different cultures.</p>	<p>I can <b>respond imaginatively</b> to a <b>variety</b> of <b>stimuli</b> including <b>types</b> of <b>music</b> and <b>instruction</b>.</p> <p>I can <b>use movement</b> to respond to <b>stimuli</b> including sound and music and begin to make <b>changes</b> depending on the type of music being played.</p> <p>I can <b>describe</b> a short dance sequence making reference to what they liked about it using <b>appropriate vocabulary</b>.</p> <p>I can <b>perform</b> a <b>simple dance routine</b> as part of a group using <b>space</b> well.</p>
<p><b>Gymnastics</b></p>		<p>I can <b>copy &amp; explore</b> basic actions with <b>control &amp; co-ordination</b>.</p> <p>I can <b>perform</b> different <b>body shapes</b> including I can perform <b>at different levels</b>.</p> <p>I can perform a two footed <b>jump</b> beginning to show appropriate <b>knowledge of landing</b>.</p> <p>I can <b>use equipment safely</b>. I can <b>balance</b> with <b>some degree of control</b>.</p> <p>I can <b>link 2-3 simple gymnastic movement</b> e.g. <b>starting position, hop</b> and a <b>skip</b>.</p>	<p>I can begin to <b>select simple actions</b> to <b>construct basic sequences</b>.</p> <p>I can begin to <b>alter</b> my <b>body shape</b> so that I am able to <b>perform</b> a <b>high, low</b> and <b>stretched out position</b> such as an <b>arc</b> and a <b>dish</b>.</p> <p>I can perform a <b>simple routine</b> that includes at least a <b>starting position</b>, a <b>transition</b>, a <b>hold</b> and a <b>finishing position</b>.</p>
<p><b>Games</b></p>		<p>I can <b>travel</b> in a variety of ways including <b>jumping</b> and <b>running</b>.</p> <p>I can <b>show basic ball control</b> which includes a number of <b>throws</b></p> <p>I can take part in <b>sending</b> and <b>receiving</b> activities which shows <b>basic control</b>.</p> <p>I am beginning to <b>develop eye-hand co-ordination</b> when <b>passing</b> or <b>receiving</b> a ball.</p>	<p>I can display the <b>confidence</b> to <b>send</b> the ball to others in a <b>range</b> of ways.</p> <p>I can begin to <b>apply</b> and <b>combine</b> a <b>variety of skills</b> to a <b>game situation</b>.</p> <p>I am <b>beginning</b> to develop <b>spatial awareness</b> in a game situation.</p> <p>I can begin to <b>develop</b> own games with my peers.</p> <p>I can understand the <b>importance of rules</b> within games.</p>

			<p>I can develop <b>simple tactics</b> and use these appropriately.</p> <p>I can begin to <b>understand</b> the roles of <b>attacking/defending</b> within a game.</p>
<b>Athletics</b>		<p>I can <b>run</b> at <b>different speeds</b>.</p> <p>I can <b>jump</b> from a <b>standing position</b>.</p> <p>I can <b>perform</b> a <b>variety of throws</b> with <b>basic control</b>.</p>	<p>I can <b>change speed</b> and <b>direction</b> whilst <b>running</b>.</p> <p>I can begin to have an <b>understanding</b> of why I may need to <b>adjust</b> my <b>speed</b> according to <b>distance</b>.</p> <p>I can <b>jump</b> from a <b>standing position</b> with a <b>suitable degree of accuracy</b>.</p> <p>I can <b>perform</b> a <b>number of throws</b> with <b>control and co-ordinated movements</b>.</p> <p>I can <b>use equipment safely</b>.</p>
<b>Swimming</b>			

<p><b>Outdoor Adventurous</b></p>			
<p><b>Healthy Lifestyles</b></p>	<p>I can eat a healthy range of foodstuffs and understands the need for variety in food.</p> <p>I can show some understanding that good practises with regard to exercise, hygiene, eating and sleeping can contribute to good health.</p> <p>I can show understanding of how to transport and store equipment safely.</p>	<p>I can describe the <b>effects</b> that exercise has on the body for e.g. <b>getting warmer</b> and heart beating faster.</p> <p>I can explain simply the <b>importance</b> of <b>exercise</b> and being <b>healthy</b>.</p>	
<p><b>Key Vocabulary</b></p>	<p><b>Healthy Lifestyles:</b> foodstuffs, variety of food, hygiene, sleeping, exercise.</p>	<p><b>Dance:</b> Copy, explore, imaginative, patterns, rhythm, speed, patterns, dance steps</p> <p><b>Gymnastics:</b> Copy, explore, basic actions, control &amp; co-ordination, body shapes different levels, jump, landing, balance, link 2-3 simple gymnastic movement, position, hop, skip.</p> <p><b>Games:</b> Travel, jumping, running, sending, receiving, hand-eye co-ordination, basic ball control,</p> <p><b>Athletics:</b> Run, different speeds, jump, standing position, variety, throws.</p> <p><b>Healthy lifestyles:</b> effects, exercise, warmer, explain, importance, healthy.</p>	<p><b>Dance:</b> Movements, pattern, rhythm, speed, direction Control, respond imaginatively, stimuli Instruction, appropriate vocabulary, simple dance routine, space</p> <p><b>Gymnastics:</b> simple actions, basic sequences, body shape, high, low, stretched-out position, arc, dish, routine, starting position, transition hold, finishing position.</p> <p><b>Games:</b> develop spatial awareness, rules, games simple tactics, understanding, attacking, defending.</p> <p><b>Athletics:</b> understanding, adjust, speed, distance Jump, standing position, suitable degree, accuracy, perform, throws, control, co-ordinated movements, use equipment safely.</p> <p><b>Healthy lifestyles:</b> effects, exercise, warmer, explain, importance, healthy.</p>