



## RCFS Progression of Skills and Knowledge in Physical Education

<b>Progression of skills and knowledge in PE –Games</b>				
Reception - Activities leading to Games	Year 1 - Activities leading to Games	Year 2 - Activities leading to Games	Year 3 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games/ Striking and Fielding Games	Year 4 - Developing skills and knowledge in relation to Invasion Games / Net and Wall Games / Striking and Fielding Games
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- travel confidently in a range of ways and directions, such as walking, running, jumping, hopping, skipping, galloping and sliding showing an awareness of space</li> <li>- show good control and coordinate my movements when using small and large equipment in a range of ways, for example - steering a ball along the ground with hands, feet, body parts or a bat, sending equipment by sliding, rolling, throwing, kicking or hitting, receiving equipment with my hands, feet or with a</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- travel in different ways and directions, with or without equipment, with control</li> <li>- master basic movements and apply these in a range of activities</li> <li>- show good control and coordinate my movements when using small and large equipment in a range of ways, for example – track and receive a ball, bounce a ball with control, throw and catch a ball and hold a racket correctly and use it to control a beanbag or ball in a variety of ways.</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- choose and use the best space in a game, for example - use space when passing and receiving in a game</li> <li>- perform learnt skills with increasing control and coordination, for example - hold a bat with some support and show some control when hitting a ball, throw a ball underarm over a short distance, kick a ball whilst moving, catch a ball with two hands, stop a ball</li> <li>- choose the appropriate skill for the task – for example</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- confidently demonstrate a number of games related skills showing precision, accuracy and variety, for example - moving with a ball, catching a ball, passing and throwing a ball, hitting and striking a ball</li> <li>- successfully apply my skills within a game situation, even when under pressure, demonstrating I can select and use the most appropriate skill</li> <li>- apply skills to enable me to be successful in a game situation, for example hitting into</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- travel at appropriate speeds throughout a game</li> <li>- use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when</li> <li>- receive a range of passes</li> <li>- demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team</li> <li>- demonstrate my awareness of defending principles such as recognising how to</li> </ul>



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<p>bat, aiming at a target/receiver</p> <ul style="list-style-type: none"><li>- play small-sided games following simple rules</li></ul>	<ul style="list-style-type: none"><li>- apply my bat and ball skills to play a small-sided game</li><li>- show some basic understanding of attacking and defending such as<ul style="list-style-type: none"><li>• I can think about using space in a team game</li><li>• I can mark another player</li><li>• I can defend the space between players</li><li>• I can pass a ball to another player</li><li>• I can get past a defender</li></ul></li></ul>	<p>which throwing technique to use</p> <ul style="list-style-type: none"><li>- combine my skills and apply them in a game situation such as begin to use throwing, catching and kicking skills in a game with some success</li><li>- cooperate with others to play a team game, taking on different roles with support.</li><li>- understand the importance of rules in games and be able to follow them</li><li>- begin to use and understand the terms attacking and defending</li><li>- use at least one technique to attack or defend to play a game successfully, for example – dodging, marking, creating space</li></ul>	<p>space to challenge an opponent</p> <ul style="list-style-type: none"><li>- use simple attacking and defending skills in a game, for example - keeping and winning back possession of the ball in a team game, finding useful space and getting into it to support teammates</li><li>- apply and follow rules fairly</li></ul>	<p>defend/intercept the ball, marking and tackling</p> <ul style="list-style-type: none"><li>- Contribute towards helping my team to keep and win back possession of the ball in a team game.</li><li>- follow rules for different categories of games</li></ul>
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## RCFS Progression of Skills and Knowledge in Physical Education

<b>Progression of skills and knowledge in PE –Gymnastics</b>				
Reception - Activities leading to Gymnastics	Year 1 - Activities leading to Gymnastics	Year 2 - Activities leading to Gymnastics	Year 3 - Developing skills and knowledge in relation to Gymnastics	Year 4 - Developing skills and knowledge in relation to Gymnastics
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- recognise the basic shapes in gymnastics</li> <li>- experiment with different ways of moving</li> <li>- travel with confidence and skill around, under, over and through balancing and climbing equipment negotiating space successfully, adjusting speed or changing direction to avoid obstacles</li> <li>- jump and land with confidence in a range of ways, including jumping off an object and landing appropriately, jumping or hopping from one space to another</li> <li>- balance momentarily on one foot when shown</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-recognise and copy contrasting shapes (small/tall/narrow/wide)</li> <li>- hold still shapes and simple balances</li> <li>- travel safely in different ways, changing direction and speed, recognising and using space appropriately</li> <li>- travel on apparatus with some control and care, moving around, under, over, and through different objects and equipment</li> <li>- perform a range of simple jumps, landing safely</li> <li>- control my body when rolling in different ways</li> <li>- create and perform a movement sequence, with some</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- hold a still shape whilst balancing on different points of the body</li> <li>- take my weight on my hands</li> <li>- travel in a variety of ways, including rolling (egg roll, log roll, teddy bear roll), moving with increasing control and care.</li> <li>- jump in a variety of ways (straight jump, tuck jump, pencil jump, pike and straddle jump) and land with increasing control and balance</li> <li>- climb onto and jump off the equipment safely</li> <li>- copy, explore and remember actions and movements to</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-create interesting body shapes while holding balances with control and confidence and whilst developing the quality of my actions</li> <li>- I can take my weight on my hands holding a stable position</li> <li>- travel in a variety of ways with coordination, control and care and use turns whilst moving</li> <li>- confidently use a range of jumps making basic shapes in the air</li> <li>- perform safely using the apparatus with some confidence</li> <li>- link combinations of actions with increasing confidence, including</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression</li> <li>- show changes of direction, speed and level when travelling in different ways using flight</li> <li>- develop good technique when travelling, balancing and using equipment</li> <li>- use an increasing range of actions, directions and levels in my sequences performing with fluency and expression</li> <li>- create longer more complex sequences</li> </ul>



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<p>- join a range of movements to create a short sequence of movements</p>	<p>consideration given to the beginning, middle and end</p>	<p>create my own sequence with coordination and varying speed and levels, with a beginning, middle and end</p>	<p>changes of direction, speed or level and with smooth transitions - choose ideas to compose a movement sequence independently and with others developing the quality of my actions in my performance</p>	
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## RCFS Progression of Skills and Knowledge in Physical Education

<b>Progression of skills and knowledge in PE –Dance</b>				
Reception - Activities leading to Dance	Year 1 - Activities leading to Dance	Year 2 - Activities leading to Dance	Year 3 - Developing skills and knowledge in relation to Dance	Year 4 - Developing skills and knowledge in relation to Dance
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- recognise and use a variety of body shapes</li> <li>- travel in different ways and in different directions, creating pathways</li> <li>- combine and join a range of dance actions showing different levels, remembering them to create a short dance, for example – travel, rise and fall using different speeds</li> <li>- show that I am aware of the space around me and can move safely about the room</li> <li>- respond to a range of stimuli</li> <li>- balance momentarily on one foot when shown</li> <li>- join a range of movements to create a</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-perform using a range of actions such as turning, jumping, travelling in different ways, shape, stillness and gesture with some coordination</li> <li>- make different shapes with my body and with others</li> <li>- vary speeds, levels, directions, and pathways</li> <li>- dance in different formations</li> <li>- copy and perform simple phrases and rhythm patterns</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-show some understanding of how dynamics can be used to express moods/feelings by changing the speed, weight and size of my movements</li> <li>- improvise and create a short motif inspired by a stimulus</li> <li>- remember and repeat short dance phrases and simple routines</li> <li>- move in time to music</li> <li>- dance in different formations to communicate different ideas</li> <li>- synchronise actions with a partner when dancing a duet</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-perform body actions with fluency, control and coordination using dynamic, rhythmic and expressive qualities</li> <li>- respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement</li> <li>- dance with a partner or small group to communicates moods, ideas and feelings using simple compositional devices</li> <li>- have a basic understanding of styles of dance</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-identify and repeat the movement patterns and actions of a chosen dance style with precision and control</li> <li>- show an awareness of both rhythm and beat and use these when composing my own dances</li> <li>- confidently improvise with a partner or on their own</li> <li>- compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques</li> </ul>



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short sequence of movements				
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## RCFS Progression of Skills and Knowledge in Physical Education

<b>Progression of skills and knowledge in PE –Athletics</b>				
Reception - Running, Throwing and Jumping	Year 1 - Running, Throwing and Jumping	Year 2 - Running, Throwing and Jumping	Year 3 - Developing skills and knowledge in relation to Athletics	Year 4 - Developing skills and knowledge in relation to Athletics
<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- run in different ways with confidence and control for a variety of purposes, for example slow and fast</li> <li>- jump in a range of ways, landing safely, for example using different foot patterns</li> <li>- throw underarm with some coordination and accuracy when aiming at a target</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-vary my pace and speed when running, showing good posture and balance</li> <li>- show the difference between sprinting and jogging</li> <li>- show a variety of throwing techniques e.g. throw underarm and overarm</li> <li>- throw a ball towards a target with increasing accuracy</li> <li>- perform different types of jumps, e.g. 1-1, 1 – other 1, 2 – 2</li> <li>- jump and land safely and with confidence and control</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>-run with confidence beginning to select the most suitable, technique, pace and speed for distance</li> <li>- be able to maintain and control a run over different distances</li> <li>- throw different types of equipment in different ways, for accuracy, height and distance.</li> <li>-combine different jumps together with some fluency and control, jumping for distance from a standing position with accuracy and control and using the arms to jump for height</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- identify and demonstrate how different techniques can affect my performance</li> <li>- understand the importance of adjusting running pace to suit the distance being run</li> <li>- run consistently and smoothly at different speeds</li> <li>- throw with greater control and accuracy, showing increasing success in my overarm throw</li> <li>- perform a push throw</li> <li>- use one and two feet to take off and to land with</li> <li>- perform the standing long jump with some control</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>- describe how the body reacts at different times and how this affects performance</li> <li>- run demonstrating good running posture and technique and run at a faster pace for a longer period of time</li> <li>- confidently demonstrate a technique for sprinting and how to complete an effective sprint finish</li> <li>- perform a relay, focusing on the baton changeover technique, speeding up and slowing down</li> <li>- measure the distance of my throws and jumps</li> <li>- throw and jump with more control, accuracy and efficiency</li> </ul>



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			<ul style="list-style-type: none"><li>- compete against myself and others and demonstrate some improvements to achieve my personal best</li></ul>	<ul style="list-style-type: none"><li>- throw and retrieve implements safely</li><li>- show how the weight and shape of an object affects its flight path</li><li>- jump for distance from 2 feet to 2 feet</li><li>- perform hop, step and jump combinations with balance and control</li><li>- jump for height from standing</li></ul>
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## RCFS Progression of Skills and Knowledge in Physical Education

### Progression of skills and knowledge in PE –OAA

Year 3 - Developing skills and knowledge in relation to OAA

**I can:**

- choose simple approaches to solve the problems I am set, realising that activities need thinking through and recognise planning is useful
- describe what orienteering is
- orientate myself with increasing confidence and accuracy around a short trail, identifying symbols used on a key
- communicate effectively with my team members
- explain what teamwork involves and demonstrate some teamwork skills to help achieve a goal
- take part in outdoor and adventurous activity challenges both individually and within a team

Year 4 - Developing skills and knowledge in relation to OAA

**I can:**

- choose sensible skills and approaches for the challenges set
- confidently orientate myself and my partner / team around a short trail
- work effectively as part of a team, taking on different roles



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### Progression of skills and knowledge in PE - Swimming

#### Year 3 - Swimming

**I can: (Beginning)**

- enter the water carefully, as taught from the side
- use different arm and leg movements to propel through the water
- control my breathing and am comfortable on the surface and under the water

**I can: (Developing)**

- enter and exit the water carefully, as taught from the side
- begin to swim short distances with no support (10m)
- answer 3 questions on the water safety code

#### Year 4 - Swimming

**I can: (Beginning)**

- enter the water safely by jumping in, and exit from the side
- use a range of strokes effectively (10m)
- begin to use safety techniques such as floating and sculling

**I can: (Developing)**

- enter and exit deep water safely
- swim competently and confidently for 25m
- perform a safe self-rescue
- use personal survival techniques, e.g. floating, sculling and surface diving



## RCFS Progression of Skills and Knowledge in Physical Education

Progression of skills and knowledge in PE – Cognitive Thinking				
Reception	Year 1	Year 2	Year 3	Year 4
<p><b>I can:</b></p> <ul style="list-style-type: none"><li>- describes how my body feels when still and when exercising</li><li>- move confidently in different ways</li><li>- begin to use skills I have learnt</li><li>- talk about my performance in activities and describe what I am doing</li><li>- observe and copy others</li><li>- follow simple instructions</li><li>- move around a space safely working on a simple task</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>- describe how my body feels before, during and after exercise</li><li>- understand that we need to warm up and cool down our bodies before and after exercise</li><li>- understand why exercise is good for me</li><li>- explore different movements</li><li>- begin to apply skills I have learnt to an activity or link two or more movements together to make a sequence</li><li>- describe simple tactics and skills I can use in games</li><li>- talk about my performance in activities and name</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>- recognise and describe things that happen to the body during exercise</li><li>- begin to take some responsibility for warming up and cooling down</li><li>- choose and apply skills with control to suit the game or situation</li><li>- understand simple tactics for attacking and defending</li><li>- create my own games and create my own rules</li><li>- compare and develop my skills / performance</li><li>- recognise similarities and differences in performance and I can explain why someone is performing or working well</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>-recognise and describe the effects of exercise on the body.</li><li>- select and apply a range of skills with good control and consistency</li><li>- perform a range of movements with good body posture</li><li>- explain a variety of simple tactics to attack or defend</li><li>- make up my own rules and versions of activities</li><li>- explain what I am doing well and have begun to identify areas for improvement and can challenge myself to improve</li><li>- describe how my performance has improved over time.</li><li>- watch, describe and evaluate the</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>-demonstrate knowledge and understanding of the reasons for warming up and cooling down</li><li>- describe how the body reacts at different times and how this affects performance</li><li>- adapt an activity and make it more difficult and exciting</li><li>- link actions and can develop sequences of movements that express my own ideas</li><li>- demonstrate the difference between roles in team games</li><li>- explain rules of different games and activities understand ways (criteria) to judge performance and identify specific</li></ul>



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	<p>some things I am good at and begin to say how I could improve</p> <ul style="list-style-type: none"><li>- observe and describe what others are doing</li><li>- understand and follow simple rules</li><li>- carry and place equipment safely</li></ul>	<ul style="list-style-type: none"><li>- say how I might use what others do to improve my own ability</li><li>- begin to order and follow instructions</li><li>- show how to take part in lessons safely</li></ul>	<p>effectiveness of a performance</p> <ul style="list-style-type: none"><li>- follow instructions and ask for help if needed</li><li>- understand working safely</li></ul>	<p>parts to continue to work upon</p> <ul style="list-style-type: none"><li>- watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary</li><li>- modify my use of skills or techniques to achieve a better result</li><li>- show some independence in making decision related to my work</li><li>- explain how to work safely in lessons and can give examples</li></ul>
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## RCFS Progression of Skills and Knowledge in Physical Education

Progression of skills and knowledge in PE – Feeling				
Reception	Year 1	Year 2	Year 3	Year 4
<p><b>I can:</b></p> <ul style="list-style-type: none"><li>- enjoy working on simple tasks with help</li><li>- enjoy performing simple movements</li><li>- understand differences between winning and losing</li><li>- work in small groups of 2 or 3</li><li>- play with others and take turns and share equipment and space with others</li><li>- assist classmates with their work in PE</li><li>- be aware of the changes to the way I feel when I exercise</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>- enjoy working on simple tasks by myself</li><li>- respond positively to winning and losing in different situations</li><li>- work sensibly with others, taking turns and sharing</li><li>- be aware of others</li><li>- show an understanding of why physical activity is fun and makes me feel good</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>- communicate how I feel and explain my actions</li><li>- try several times, if at first, I don't succeed and I ask for help where appropriate</li><li>- encourage respect and help classmates</li><li>- work in small groups up to 4 people</li><li>- help, praise and encourage others in their learning</li><li>- explain why I need to stay healthy and begin to understand the short-term effects of exercise</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>-enjoy communicating, collaborating and competing with others</li><li>- know where I am with my learning and I have begun to challenge myself</li><li>- show and understand the concept of sportsmanship</li><li>- work both individually and within a team</li><li>- show patience and support others, listening well to them about our work</li><li>- happily show others and tell them about my ideas</li><li>- give reasons why PE is good for my health</li></ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"><li>-cope well and react positively when things become difficult</li><li>- persevere with a task and can improve my performance with regular practice</li><li>- understand feelings and how they can influence performance in PE lessons</li><li>- understand and follow rules of games and follow them fairly</li><li>- cooperate with others, giving helpful feedback to ensure they improve</li><li>- work in small teams and groups of up to 6 people</li><li>- help to organise roles and responsibilities and guide a small group through a task</li></ul>



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				<ul style="list-style-type: none"><li>- describe both short- and long-term effects of exercise on my body</li><li>- explain how I will know that my fitness levels are improving</li></ul>
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