



# Progression of Skills





## TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



## LEAD OTHERS

I can involve others and motivate those around me to perform better.



## APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.



## EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

## IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

## COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

### Expected - End of Upper Key Stage 2



## CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

## ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

## LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

### Expected - End of Lower Key Stage 2



## TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

## WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

## PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

### Expected - End of Key Stage 1



## KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

## HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

## PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.



## STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

## UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

## PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.



## STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

## PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

## TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



## ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



## VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.



## PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.



## MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

## EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

## PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

### Expected - End of Upper Key Stage 2



## DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

## REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

## EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

### Expected - End of Lower Key Stage 2



## EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

## RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

## EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

### Expected - End of Key Stage 1



## RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

## COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

## PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.



## OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

## EXPLORE AND DESCRIBE

I can explore and describe different movements.

## EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.



## FOLLOW INSTRUCTIONS

I can follow simple instructions.

## OBSERVE AND COPY

I can observe and copy others.

## DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.