



Whole School Skills Progression Map



National Curriculum Aim	EYFS	KS1		LKS2		UKS2	
Skills	Three and Four-Year-Olds Reception Early Learning Goals	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Personal	<p>I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>I can follow instructions, practise safely and work on simple tasks by myself.</p> <p>I enjoy working on simple tasks with help.</p>	<p>I know where I am with my learning and I have begun to challenge myself.</p>		<p>I cope well and react positively when things become difficult.</p> <p>I can persevere with a task and improve my performance through regular practice.</p>		<p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p> <p>I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.</p>	



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<p><u>Knowledge</u></p>	<p>Asking for help if appropriate.</p> <p>Follow instructions.</p> <p>Practice safely</p> <p>Work on simple tasks</p>	<p>Know where I am with my learning.</p> <p>Challenge myself.</p>	<p>React positively when things become difficult</p> <p>Persevere with a task.</p> <p>Improve my performance through regular practice.</p>	<p>Create my own learning plan.</p> <p>Revise that plan when necessary.</p> <p>Accept critical feedback and make changes.</p> <p>See all new challenges as opportunities to learn and develop.</p> <p>Recognise strengths and weaknesses and</p> <p>Set myself appropriate targets.</p>
<p><u>Social</u></p>	<p>I can help, praise and encourage others in their learning.</p> <p>I can work sensibly with others, taking turns and sharing.</p> <p>I can play with others and take turns and share with help.</p>	<p>I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<p>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.</p>	<p>I can involve others and motivate those around me to perform better.</p> <p>I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.</p>



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<p>Knowledge</p>	<p>Help, praise and encourage others in their learning.</p> <p>Work sensibly with others.</p> <p>Take turns and share.</p> <p>Play with others.</p> <p>Take turns</p> <p>Share with help.</p>	<p>Show patience</p> <p>Support others,</p> <p>Listen carefully to others about our work.</p> <p>Be happy to show and tell others about my ideas.</p>	<p>Cooperate well with others.</p> <p>Give helpful feedback.</p> <p>Help organise roles and responsibilities</p> <p>Guide a small group through a task.</p>	<p>Involve others.</p> <p>Motivate those around me to perform better.</p> <p>Give and receive sensitive feedback to improve myself and others.</p> <p>Negotiate and collaborate appropriately.</p>
<p>Physical</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.</p>



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	<p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> <p>I can move confidently in different ways.</p>			
Knowledge	<p>Perform a range of skills with some control and consistency.</p> <p>Perform a sequence of movements with some changes in level, direction or speed.</p> <p>Perform a single skill or</p>	<p>Perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>Select and apply a range of skills with good control and consistency.</p>	<p>Perform a variety of movements and skills with good body tension.</p> <p>Link actions together so that they flow in running, jumping and throwing activities.</p>	<p>Effectively transfer skills and movements across a range of activities and sports.</p> <p>Perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>Use combinations of skills confidently in sport specific contexts.</p> <p>Perform a range of skills fluently and accurately in practice situations.</p>



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	<p>movement with some control.</p> <p>Perform a small range of skills</p> <p>Link two movements together.</p> <p>Move confidently in different ways.</p>			
Cognitive	<p>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.</p> <p>I can understand and</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>



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	<p>follow simple rules. I can name some things I am good at.</p> <p>I can follow simple instructions.</p>			
Knowledge	<p>Begin to order instructions, movements and skills. With help.</p> <p>Recognise similarities and differences in performance and explain why someone is working or performing well.</p> <p>Understand and follow simple rules.</p>	<p>Understand the simple tactics of attacking and defending.</p> <p>Explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>Understand ways (criteria) to judge performance.</p> <p>Identify specific parts to continue to work upon.</p> <p>Use my awareness of space and others to make good decisions.</p>	<p>Review, analyse and evaluate my own and others' strengths and weaknesses</p> <p>Read and react to different game situations as they develop.</p> <p>Have a clear idea of how to develop my own and others' work.</p> <p>Recognise and suggest patterns of play which will increase chances of success and</p> <p>Develop methods to outwit opponents.</p>



Whole School Skills Progression Map



	Name some things I am good at. Follow simple instructions.			
Creative	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements. I can observe and copy others.	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.	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.	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. 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.



Whole School Skills Progression Map



Knowledge	<p>Begin to compare my movements and skills with those of others.</p> <p>Select and link movements together to fit a theme.</p> <p>Explore and describe different movements.</p> <p>Observe and copy others.</p>	<p>Make up my own rules and versions of activities.</p> <p>Respond differently to a variety of tasks or music.</p> <p>Recognise similarities and differences in movements and expression.</p>	<p>Link actions and develop sequences of movements that express my own ideas.</p> <p>Change tactics, rules or tasks to make activities more fun or challenging.</p>	<p>Effectively disguise what I am about to do next.</p> <p>Use variety and creativity to engage an audience.</p> <p>Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.</p>
Health & Fitness	<p>I can say how my body feels before, during and after exercise.</p> <p>I use equipment appropriately and move and land safely.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.</p>



Whole School Skills Progression Map



	<p>I am aware of why exercise is important for good health.</p> <p>I am aware of the changes to the way I feel when I exercise.</p>			
Knowledge	<p>Say how my body feels before, during and after exercise.</p> <p>Use equipment appropriately and move and land safely.</p> <p>Be aware of why exercise is important for good health.</p> <p>Be aware of the changes to the way I feel when I exercise.</p>	<p>Describe how and why my body changes during and after exercise.</p> <p>Explain why we need to warm up and cool down.</p>	<p>Describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p> <p>Record and monitor how hard I am working.</p>	<p>Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>Plan and follow my own basic fitness programme.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p>



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Swimming

		<p>Enter the water safely and move in all directions for a short distance</p> <p>Be at ease with water showered from above and wetting the face</p> <p>Maintain a floating position with aids or support</p> <p>Push and glide in a horizontal position from the side</p> <p>Demonstrate an understanding of water safety</p> <p>Jump in from the poolside safely</p> <p>Blow bubbles underwater with nose and mouth submerged</p> <p>Regain upright position from a back or front float</p>	<p>Jump into the pool and submerge briefly</p> <p>Sink, push away from the wall and glide underwater for a short distance</p> <p>Submerge fully to pick up an object from the bottom</p> <p>Have a reasonable knowledge of the water safety code</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Swim approx 10m using a range of different strokes (back / breast / front crawl)</p>	<p>Perform a surface dive</p> <p>Swim over 10m using a range of strokes accurately</p> <p>Perform a range of jumps into deep water and tread water when resurfacing</p> <p>Perform a forward somersault tucked in the water</p> <p>Swim 10m wearing clothes</p> <p>Exit the water without using steps</p> <p>Swim 25m using any stroke</p> <p>Perform a range of movements in deep water demonstrating confidence and competence</p>
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Whole School Skills Progression Map



		<p>Push and glide on the back from the side of the pool</p> <p>Perform a 360 degree rotation from front to back and back to front</p>		
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