

Progression of skills EYFS – UKS2

By the end of EYFS:

Physical development

Gross motor skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Term 1 - Personal	Term 2 - Social	Term 3 - Cognitive	Term 4 – Creative	Term 5 - Physical	Term 6 – Health and fitness
<p>By the end of KS1: Stay on task with help Stay on task</p> <ul style="list-style-type: none"> - I can follow instructions, practise safely and work on simple tasks by myself <p>Keep trying:</p> <ul style="list-style-type: none"> - I try several times if at first I don't succeed and I ask for help when appropriate 	<p>By the end of KS1: Play with others and help:</p> <ul style="list-style-type: none"> - I can play with others and take turns and share with help. <p>Understand others:</p> <ul style="list-style-type: none"> - I can work sensibly with others, taking turns and sharing. <p>Help and encourage:</p> <ul style="list-style-type: none"> - I can help, praise and encourage 	<p>By the end of KS1: Follow instructions Observe and describe</p> <ul style="list-style-type: none"> - I can understand and follow simple rules. I can name some things I am good at. <p>Recognise and order</p> <ul style="list-style-type: none"> - I can begin to order instructions, movements and skills. With help, I can recognise 	<p>By the end of KS1: Observe and copy Explore and describe:</p> <ul style="list-style-type: none"> - I can explore and describe different movements. <p>Compare and develop</p> <ul style="list-style-type: none"> - I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. 	<p>By the end of KS1: Travel in different ways:</p> <ul style="list-style-type: none"> - I can move confidently in different ways. <p>Perform single skills</p> <ul style="list-style-type: none"> - 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>By the end of KS1: Describe simple changes</p> <ul style="list-style-type: none"> - I am aware of the changes to the way I feel when I exercise. <p>Explain benefits of exercise</p> <ul style="list-style-type: none"> - I am aware of why exercise is important for good health. <p>Practise safely</p> <ul style="list-style-type: none"> - I can say how my body feels before, during and after exercise. I use equipment appropriately and

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	others in their learning.	similarities and differences in performance and explain why someone is working or performing well.		Perform simple sequences: <ul style="list-style-type: none"> - 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. 	move and land safely
By the end of KS2: Take control: <ul style="list-style-type: none"> - I know where I am with my learning and I have begun to challenge myself. Consistently try to improve: <ul style="list-style-type: none"> - I cope well and react positively when things become difficult. I can 	By the end of KS2: Work well with others: <ul style="list-style-type: none"> - I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas. Organise and guide others	By the end of KS2: Explain why: <ul style="list-style-type: none"> - 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. 	End of KS2: Recognise and respond: <ul style="list-style-type: none"> - 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 	By the end of KS2: Perform with control: <ul style="list-style-type: none"> - 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. 	By the end of KS2: Explain why: <ul style="list-style-type: none"> - 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. Explain how to exercise <ul style="list-style-type: none"> - I can describe the basic fitness components and explain how often and how long I should exercise to

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<p>persevere with a task and improve my performance through regular practice.</p>	<ul style="list-style-type: none"> - 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>Describe how to improve</p> <ul style="list-style-type: none"> - 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>and expression.</p> <p>Refine and change:</p> <ul style="list-style-type: none"> - 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. 	<p>Link quality:</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>be healthy. I can record and monitor how hard I am working.</p>
<p>Beyond KS2 outcomes: Embrace challenge:</p> <ul style="list-style-type: none"> - I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself 	<p>Beyond KS2 outcomes: Improve others</p> <ul style="list-style-type: none"> - I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. <p>Lead others</p>	<p>Beyond KS2 outcomes: Make good decisions</p> <ul style="list-style-type: none"> - 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 	<p>Beyond KS2 outcomes: Express, adapt and adjust</p> <ul style="list-style-type: none"> - I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different 	<p>Beyond KS2 outcomes: Combine with fluency:</p> <ul style="list-style-type: none"> - I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in 	<p>Beyond KS2 outcomes: Prepare myself for activity</p> <ul style="list-style-type: none"> - I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. <p>Plan my own fitness</p>

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<p>appropriate targets. Take responsibility for my learning:</p> <ul style="list-style-type: none"> - I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. 	<ul style="list-style-type: none"> - I can involve others and motivate those around me to perform better. 	<p>success and I can develop methods to outwit opponents. Analyse performance</p> <ul style="list-style-type: none"> - 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>from or in contrast to others. Variety and disguise</p> <ul style="list-style-type: none"> - I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. 	<p>practice situations. 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.</p>	<ul style="list-style-type: none"> - 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.
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Alongside these multi-abilities, we also teach progressive fundamental movement skills, enabling children to develop their physical literacy, emotional and thinking skills in PE, school sport and life.