



Barncroft Primary School

Becoming an Athlete



Skills Progression							
	Pre-school & Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health, safety and fitness (applies across the different disciplines)	<u>Pre-School</u> I can listen to instructions that are given and follow them I can feel my heart beat faster <u>Year R</u> I can describe how the body feels when still and when exercising I can describe how I can keep safe in PE	I can describe how the body feels before, during and after exercise I can carry and place equipment safely in the hall or outside	I can recognise and describe how the body feels during and after different physical activities I can explain what I need to stay healthy I can use equipment safely in all areas of PE	I can recognise and describe the effects of exercise on the body I can describe the importance of strength and flexibility for physical activity I can describe why it is important to warm up and cool down I can use equipment safely and with increasing control	I can describe how the body reacts at different times and how this affects performance I can explain why exercise is good for your health I can provide reasons for warming up and cooling down I can use equipment safely and with good control	I can explain and understand the reasons for warming up and cooling down and the potential impact of not doing this I can explain some safety principles when preparing for and during exercise, including the use of equipment	I can understand the importance of warming up and cooling down I can carry out warm-ups and cool-downs safely, effectively and independently I can understand why exercise is good for health, fitness and wellbeing I can provide ways I can become healthier I can explain safety principles, including for the use of equipment
Gymnastics	<u>Pre-School</u> I can move at different speeds I can make my body long, thin, bendy or curved I can tell an adult what a space is I can jump and land by bending my knees I can move at different heights <u>Year R</u>	I can create a sequence of movements that involves different directions, including stopping and starting safely I can demonstrate balances, using one foot or two points (e.g. hand) or patches (e.g. back) I can control a landing when jumping and turning forwards, backwards and sideways	I can change speed, direction and level of travel (skipping, hopping, jumping or rolls) I can show different changes of travel in a sequence I can demonstrate different balances, using a variety of points, turn(s) or twists on different parts of the body	I can change speed, direction and level of travel (skipping, hopping, jumping etc.) using benches I can create a sequence, including changes in height, speed and direction I can incorporate a start and finishing position into different balances (on different points and patches), including holding the balance	I can build on previous skills I can match and mirror actions with a partner I can demonstrate balances involving a partner to balance with I can synchronise balances with a partner, mirroring and matching I can synchronise jumps and turns with a partner	I can build on previous skills with the introduction of additional low apparatus, including box and the bottom wall bars I can demonstrate previous skills from Y3/Y4 on the high apparatus, safely I can jump and turn, including tuck and straddle jumps with pointed toes	I can sequence to music, reflecting the tempo I can Incorporate a ball into the sequence I can explore how a ball can be kept off the floor as part of the performance I can confidently demonstrate previous skills from Y3/Y4 on the high apparatus, safely I can demonstrate the throwing and catching of

	I can follow a path in different directions I can develop an awareness of space and how to use it safely I can explore different ways to stretch and crouch when travelling I can learn to stop and start safely I can demonstrate balances, freezing in different positions I can control a landing when jumping and turning from 2 feet to 2 feet	I can use all of the space available	I can demonstrate different shaped jumps I can demonstrate accurate body tension (e.g. straight arms)	I can control a landing when jumping and turning on and off a bench, including bending my knees on the landing	I can coordinate fast and slow time changes with a partner	I can begin to create a sequence to reflect the tempo of a piece of music I can demonstrate continuity in a sequence when transferring from one action into another	a ball whilst jumping and turning I can hold balances while changing the speed, direction and height of both myself and the ball
Dance (Cross curriculum link to year groups topics)	<u>Pre-School</u> I can think of how the music makes me feel (happy, sad ECT) I can move around to show how the music makes me feel I can think about how my movement should match the music (Fast music fast actions, slow music slow actions) I can think of at least one movement to a piece of music (We are what we eat)	I can copy and repeat actions I can put a sequence of actions together to create a simple motif (a sequence of movements) I can vary the speed of their actions I can begin to use simple choreographic devices such as unison (performing together at the same time) , canon (copying in turn one after the other) and mirroring (same time copying in pairs) I can begin to improvise to create a simple dance, considering the music they are dancing to I can perform using a range of actions and	I can copy, remember and repeat actions I can create a short motif inspired by the theme stimulus, including through changing the speed and level of their actions I can use simple choreographic devices such as unison, canon and mirroring with increasing control and accuracy I can Improve the timing of my actions I can perform sequences of my own composition with increasing coordination I can perform learnt skills with increasing control I can watch and describe performances, using	I can begin to compare and adapt movements and motifs to create a larger sequence I can use dance vocabulary to compare and improve own work, such as mirroring and canon I can perform with an increasing awareness of rhythm (matching the beat) and expression (showing emotion) I can develop the quality of the actions in their performances, showing an appreciation for the need for control of movements and confidence I can perform to the class in a controlled and confident manner	I can confidently improvise with a partner or on my own I can begin to compose longer dance sequences in a small group I can demonstrate precision and control in response to the music I can begin to purposefully vary dynamics (how the dancer moves: fast/slow etc.) I can develop actions and motifs in response to the changes in tempo or beat within a piece of music I can demonstrate rhythm and spatial awareness whilst moving in the dance	I can demonstrate imagination and creativity in the movements I devise in response to stimuli as an individual, with a partner and in group dances, reflecting the chosen dance style I can begin to show a considered change of dynamics, pace and timing in my movements I can develop an awareness of my use of space to convey meaning in the dance I can begin to use transitions to link motifs smoothly together I can modify parts of a sequence as a result of self and peer evaluation	I can demonstrate considered imagination and creativity in the movements I devise in response to stimuli as an individual, with a partner and in group dances, reflecting the chosen dance style I can consistently perform and apply skills and techniques with accuracy and control I can combine flexibility and movement to create a fluent sequence I can show a considered change of dynamics, pace and timing in my movements I can develop an awareness of the use of space, including the

	<u>Year R</u> I can copy some dance movements I can perform simple (possibly random) dance moves, using limbs in different ways I can explore different ways of changing their body shape I can show emotions by using their face I can move in time to the music (Dragon - Zog)	body parts with some coordination and control I can show emotions by using their face and body I can begin to describe how they could improve their own performance I can watch and describe what I enjoyed in the performances from others (The Scented Garden)	what I see to improve my own performance I can describe the differences between my own work and that of others (The Great Fire Of London)	I can watch, describe and evaluate the effectiveness of a performance I can describe how my performance has improved over time (Stone Age)	I can improve sections of a dance as a result of self-evaluation I can perform and create sequences with fluency and expression, showing control and accuracy I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements (Ancient Egypt)	I can consistently perform and apply skills and techniques with accuracy and control I can begin to select and use criteria to evaluate their own and others' performances I can explain why I have used particular skills or techniques, and the impact they have had on the performance (South America)	restriction of the space used, to convey meaning in the dance I can use considered transitions to link motifs smoothly together I can continue to modify parts of a sequence as a result of self and peer evaluation, commenting on whether the modifications should be kept and provide reasoning as to why a modification should/ should not be incorporated into the final dance I can consistently perform and apply skills and techniques with accuracy and control choose and use criteria to evaluate my own and others' performances, providing reasoned critiques I can explain why I have used particular skills or techniques, and the impact they have had on their performance and the intended impact on the audience (Evolution)
Invasion Games	<u>Pre-School</u> I can show what a space is I can hold the ball correctly in order to prepare to bounce the ball	I can travel in a variety of ways including running and jumping I can begin to perform a range of throws	I can confidently send the ball to others in a range of ways, both with and without equipment I can pass in a variety of ways, including the use	I can understand tactics and composition by starting to vary how I respond I can vary skills, actions and ideas and link these	I can vary skills, actions and ideas and link these in ways that suit the games activity with increasing confidence I can show increasing confidence in using ball skills in various ways,	I can vary skills, actions and ideas and link these in ways that suit the games activity I can show confidence in selecting the correct ball skills for the moment	I can vary skills, actions and ideas and link these in ways that suit the games activity I can show confidence in using ball skills in various

	I can bounce the ball from me to my partner	I can receive a ball with basic control	of a chest pass and a bounce pass	in ways that suit the games activity	and can link these together	and can link these together	ways, and can link these together
	I can have my hands out ready to catch	I can begin to develop hand-eye co-ordination	I can receive the ball in a variety of ways, both with and without equipment	I can use a shoulder pass where appropriate	e.g. dribbling, bouncing, kicking	I can select the correct skills to use dependent upon the situation (with co-ordination, control and fluency)	effectively e.g. dribbling, bouncing, kicking
	I can change the speeds I am traveling at	I can bounce a ball while moving	I can begin to apply and combine a variety of skills (to a game situation)	I can begin to communicate with others during game situations	I can use skills with co-ordination, control and fluency	I can take part in competitive games with a strong understanding of tactics and composition	I can keep possession of balls during games situations
	Year R	I can vary the height of a bounce, throw and catch	I can start to develop strong spatial awareness	I can use skills with co-ordination and control	I can receive a pass on both sides of the body	I can create my own games using a wide range of knowledge and skills	I can consistently use skills with coordination, control and fluency
	I can negotiate space and obstacles safely, with consideration for myself and others	I can pass a ball through a gateway	I can begin to develop my own games with peers	I can receive a pass on both sides of the body with increasing confidence	I can take part in competitive games with an improving understanding of tactics and composition	I can make suggestions as to what resources can be used to differentiate a game	I can take part in competitive games with a strong understanding of tactics and composition
	I can demonstrate strength, balance and coordination when playing	I can begin to use equipment to send the ball and receive the ball	I can be involved in ball games involving catching, throwing or kicking	I can develop strong spatial awareness	I can create my own games using knowledge and skills	I can apply a developing set of skills for attacking and defending, exploring starting positions within the game/ phase of the game	I can create my own games using knowledge and skills
	I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing		I can hold a stick correctly and use the correct end to dribble a ball	I can begin to understand how to compete with others in a controlled manner	I can work well in a group to develop various games		I can modify competitive games
	I can start to throw to head height			I can hold a stick correctly and use the flat side of the stick to dribble the ball	I can compare and comment on skills to support creation of new games		I can compare and comment on skills to support creation of new games
	I can begin to catch with a two handed 'W' catch.			I can push the ball just in front of the stick to dribble with control	I can make suggestions as to what resources can be used to differentiate a game		I can apply knowledge of skills for attacking and defending
	I can explore different ways of moving a ball/beanbag			I can begin to select resources to improve my accuracy	I can apply basic skills for attacking and defending	I can use running, jumping, throwing and catching in combination with increased competency	I can use running, jumping, throwing and catching in isolation and in combination
	I can roll the ball to a partner			I can develop my own rules for new games to make it harder or easier	I can use running, jumping, throwing and catching in combination	I can show control and accuracy when using my feet when dribbling, passing and striking with their feet	I can dribble and pass in one hand showing accuracy and control
	I can be involved in simple ball games involving catching and throwing			I can work well in a group to develop various games	I can develop my co-ordination in order to play a sports with one hand	I can push the ball just in front of the stick and turn the stick to stay on the flat side to stop the ball	I can run towards player but preform a dummy run to open space up.
				I can show control using my feet when dribbling, passing with their feet	I can pass backwards and run forwards		I can confidently run forwards to pass backwards

Striking and fielding	<u>Pre-School</u> Not Taught in Pre-school	I can hold a bat correctly I can move a ball, using simple throwing technique (under arm) over a short distance	I can have the correct body position in order to hit the ball I can hit the ball into space	I can start to perform a defensive and attacking shot in cricket with some accuracy I can hold a cricket bat	I can hold a rounder's bat correctly I can stand in the box in a adapted game of Rounders	I can start perform a defensive and attacking shot in cricket with accuracy I can run between the wickets effectively communicating with my partner	I can start to bowl underarm keeping a straight arm with accuracy I can throw a ball overarm over a long distance with accuracy
	<u>Year R</u> Not Taught in Yr R	I can bowl underarm with some accuracy I can get my hands into a w and sometimes catch the ball I can have the correct body position in order to hit the ball I can hit the ball to my partner and they are able to stop and pick up the ball	I can bowl underarm with accuracy I can get my hands into a w and catch the ball I can throw a ball over a longer distance (under arm) I can chase and stop the ball and return it underarm I can discuss the importance of fair play and sportsmanship showing some understanding	I can stand at the stumps I can run after the ball and throw it back to the bowler I can catch with two hands with the ball being either high or low I can throw the ball overarm with some accuracy I can start to bowl overarm keeping a straight arm with some accuracy I can play adapted game. I can use my body in order to block or stop the ball from rolling	I can understand how to perform a backhand shot (not always using it with confidence) I can catch with dominant hand with the ball coming at me either high or low I can throw the ball underarm with accuracy I can stand on the inside of the bases when fielding I can run on the outside of the base when batting I can run after the ball and stop it then returning it to the bowler or to the bases I can use the short or long barrier whilst fielding	I can throw a ball overarm over a long distance with some accuracy. I can understand the difference between long and short barrier and perform it when fielding I can throw a ball overarm with accuracy. I can overarm bowl with accuracy I can catch one -handed (either dominant hand or non-dominant hand) with the ball coming at me either high or low	I can understand the difference between long and short barrier and perform it when fielding I can change the distance on the ball when bowling to try and outwit and opponent I can field the ball quickly between backstop and first base or bowler I can understand the positions in Rounders and where to throw the ball in different situations I can start to introduce blocking, switching with a Rounders bat to hit the ball in a different direction or defend the ball to keep me from becoming out I can understand the scoring system for different games
Net/wall	<u>Pre-School</u> Not Taught in Pre-school <u>Year R</u>	I can hold a racquet correctly I can have the correct body position in order to hit the ball	I can start to identify what types of skills are required for bat and ball games	I can hold the racquet in a V grip I can get into the ready position in order to play a shot	I can start to serve underarm I can get my hands in the correct place before digging, setting or spiking the ball	I can start to hold a continues rally with my partner I can use my forehand and back effectively	I can serve underarm I can understand when to use dig, set, smash and underarm serve showing accuracy in the shots

	Not Taught in Yr R	I can balance the ball on my racquet I can move the ball around my racquet by rolling or bouncing	I can have the correct body position in order to hit or return the ball I can hit the ball into space I can discuss the importance of fair play and sportsmanship showing some understanding	I can understand the shot forehand swing and what angle my racquet needs to be at. I can start to hold a rally start stop with my partner I can move around the court	I can understand when to use dig, set and smash/spike showing some accuracy with the shots	I can move around the court always facing forwards I can use different shot in order to score points against an opponent I can start to serve overarm I can understand the scoring system for different games	I can ready to dig, set or spike the ball I can disguise/dummy my shots in order to keep my opponents guessing
Athletics	<u>Pre-School</u> I can run as fast as I can I can understand the difference between running and jogging I can jump without falling over I can understand what a target is I can understand simple sports day activities I can take part in my sports day activities <u>Year R</u> I can jump safely bending my knees. I can perform a jumps two feet to two feet. I can throw underarm. I can throw towards a target. I can run in a straight line.	I can run at different speeds. I can jump from a standing position I can perform a variety of throws with basic control. I can explore footwork patterns I can explore arm mobility I can explore different methods of throwing I can participate in my sports day activities I can try my best in competition in my sports day activities	I can change the speed and direction whilst running I can jump from a standing position with accuracy I can perform a variety of throws with control and coordination I can participate in my sports day activities showing healthy competition I can support my team by cheering them on	I can begin to run at speeds appropriate for the distance I can perform a running jump with some accuracy. I can perform a variety of throws, using a selection of equipment I can use equipment safely and with good control	I can begin to build a variety of running techniques and use with confidence, including improved starts and finishes I can perform a running jump with more than one component e.g. hop skip jump (triple jump) I can demonstrate accuracy in throwing and catching activities. I can describe good athletic performance using the correct vocabulary.	I can continue to build a variety of running techniques and use with confidence, including selecting from varied starting positions I can begin to perform a running jump with more than one component. e.g. hop skip jump (triple jump) I can begin to record peers' performances and evaluate these I can demonstrate improving accuracy and confidence in throwing and catching activities I can explain good athletic performance using correct vocabulary	I can build a variety of running techniques and use with confidence, including the use of appropriate pacing I can work in a team to pass a baton competently and efficiently I can perform a running jump with more than one component. e.g. hop skip jump (triple jump) I can confidently record peers' performances and evaluate these I can demonstrate accuracy and confidence in throwing and catching activities with a wider range of equipment

	I can run in a team I.e., relays. I can run in between 2 different points. I can understand my sports day activities I can try my best within my sports day activities						
OAA & Teambuilding (school value link with 5B's) & (Outdoor Education & Residential)	<u>Pre-School</u> I can share my equipment with somebody I can start to work with one other person in a lesson I can talk to another person in the lesson <u>Year R</u> I can work together with a partner I can share equipment with my partner I can work together to achieve activities or tasks with my partner (Be Kind) (Residential Name)	I can begin to work together in a group I can put my ideas forward to create games with my group I can come make changes to my games to make them more/less challenging (Be Curious) (Residential Name)	I can work together in a group I can take the lead in a group whilst listening to my other team members I can share my ideas to help and support my group I can make sure people have an even input and workload during a activity (Be Kind) (Residential Name)	I can make the right choice in order for my group to be safe in an activity I can communicate my ideas clear and safe I can begin to think activities through and problem solve I can choose and apply strategies to solve problems with support I can discuss and work with others in a group (Be Resilient) (Year 3 sleepover)	I can use simple maps I can think activities through and problem solve I can choose and apply strategies to solve problems with some support I can respect other ideas and input in order to complete tasks and challenges even if I do not agree I can use what's around me to help solve or begging to solve problems without damaging the environment (Be Curious) (Runways End)	I can use simple maps to navigate I can problem solve to complete any activity I can choose and apply strategies to solve problems with my group I can share my ideas and take feedback on the idea either positive or negative I can deliver feedback that is constructive I can help and support my team during the challenges or activity's (Be Aspirational) (Residential Name)	I can use and interpret simple maps I can think activities through and problem solve using general knowledge I can choose and apply a range of strategies to solve problems with support I can discuss and work with others in a group, adapting as appropriate I can take constructive feedback in order to help me to develop I can give critical feedback that can help and support my group (Be Empowered) (Marchants hill)
Swimming	<u>Pre-School</u> Not Taught in Pre-school	I can enter and exit the pool safely	I can swim in front paddle 5 meters with a noodle or float	I can glide on my back holding a noodle	I can kick 3 times and rotate the head to the side to breath	I can swim 15 meters using backstroke with or without aids	I can swim competently, confidently and proficiently over a

	<u>Year R</u> Not Taught in Yr R	I can blow bubbles in the water I can use a float or noodle in the water I can start to use the front paddle with a float and noodle I can use alternative arm movement using hand as a scoop I can use alternative leg and arm action in the water I can keep leg movement straight I can rotate from back to front and back again	I can have a correct body position in order to start to glide I can glide across the water using noodle or float with my head above the water I can swim on back with a float or noodle using my legs to kick with my bent knees I can use 1 arm to push the water I can have the back of my head in water I can swim on my back with straight legs I can swim on my back-pushing water with 1 arm using alternating arms	I can perform back paddle with a float for 5 meters I can swim in front paddle for 5 meters without aids I can swim in back paddle for 5 meters without aids I can show what a flat body position is in the water I can use aids to float on the water I can alternate my arms over my head I can have my legs working alternatively with my legs kicking straight I can have my head or chin in the water	I can use 3 strokes and rotate the head to the side to breath I can rotate my head to the side and keep the head straight I can swim 10 meters in front crawl with or without aids I can swim 10 meters in front crawl without aids I can perform a mushroom float with aids for 5 seconds I can move my arms over my head back-wards I can alternate my legs and keep them straight I can keep the back of my head in the water	I can swim 15 meters using backstroke without aids I can perform a mushroom float with or without aids for 10 seconds I can co-ordinate my arms to push out and around I can co-ordinate legs to push out and around until my legs are straight I can lay in a star float on my front or back for 10 seconds I can swim in breastroke with or without aids for 15 meters I can swim in breastroke without aids for 15 meters I can bob up and down in-between strokes in order to breath during breast stroke I can float in a star shape for 10 seconds without aids	distance of at least 25 metres I can use a range of strokes effectively [for ex-ample, front crawl, backstroke and breaststroke I can perform safe self-rescue in different water-based situations I can identify the safety equipment and how to use it effectively I can look for danger before saving somebody in the water and place them into the rescue position I can work in a team to save a life I can support a person in the water who is unconscious I can support the head and body of an unconscious casualty keeping them above water I can move a unconscious casualty as a team onto an extraction board
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