



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

Progression of skills EYFS / KS1		Highlighted words linked to school values	
	Reception Can do it tops Curiousaurus Detail Dactyl Solve-a-saurus Focusaurus Motivatasaurus	Year 1	Year 2
Skills – Fundamentals	<ul style="list-style-type: none"> • I can find a space. • I can run into a space, negotiate a space and know how to start and stop with control. • I can follow instructions involving several actions. • Respond appropriately even when engaged in an activity. • I can take turns and congratulate others. • I can decide which skills to use to complete a task. • I am confident to try new challenges. 	<ul style="list-style-type: none"> • I can change direction when moving at speed. • I can recognise changes in my body when I do exercise. • I can run at different speeds. • I can select my own actions in response to a task. • I can show hopping and jumping movements and know what I need to do to stay balanced. • I can work co-operatively with others to complete a task. 	<ul style="list-style-type: none"> • I can provide feedback respectfully, using key words. • master basic movements including running (changing speeds and being able to stop) jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • I am beginning to move and turn using a skipping rope. • I can describe how my body feels during exercise.



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	<ul style="list-style-type: none"> • I can move energetically for example, running, jumping, dancing, hopping, skipping and climbing. • I can play co-operatively and take turns. • I can use ball skills with increased competence and accuracy. • I can treat the equipment with respect. • I can keep trying when things are difficult. • I know it's ok to make mistakes. • I can say 'who caught my eye'. 	<ul style="list-style-type: none"> • I show balance and co-ordination when static and moving slowly. • I can start to show perseverance when learning new skills. • I know how to, and can begin to catch with two hands. • I know how to, and I can begin to dribble a ball with my hands and feet. • I can begin to understand simple game tactics. • I know how to, and I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me. • I can say 'who caught my eye and why' (scaffolding to support linking the why to what a good one looks like.) • I can work co-operatively with a partner. 	<ul style="list-style-type: none"> • I can show balance when changing direction. • I can hop, skip and jump with some balance and control and know how to improve. • I know how to, and I can begin to dribble a ball with my hands and feet with some control. • I can begin to understand and use simple game tactics. • I know how to, and I can roll and throw a ball to hit a target. • I can track a ball and collect it. • I know how to, and I can send to and receive a ball from a partner. • I know how to, and I can jump and land with control • I can work co-operatively with a partner or small group, taking turns and sharing ideas. • I can select the appropriate equipment to use and make sure it's treated respectfully.
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			<ul style="list-style-type: none"> • I can show perseverance when learning some new skills. • I can say 'who caught my eye and why' (independently giving reasons based on what a good one looks like)
Skills – Gymnastics	<ul style="list-style-type: none"> • I can begin to remove and put back on my own shoes and socks independently and find my own shoes. • I can combine movements. • I can negotiate space and obstacles safely, with consideration for others. • I can move energetically jumping and climbing. • I know how to use my balance to negotiate obstacles. • I can follow instructions involving several actions. • I can work co-operatively with others. • I can confidently and safely use a range of small and large apparatus. • I know how to use apparatus safely. 	<ul style="list-style-type: none"> • I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can choose creative ways to travel to link my sequence. • I can make my body tense, relaxed, straight and curled. • I know how to use apparatus safely and wait my turn. • I can say 'who caught my eye and why' (scaffolding to support linking the why to what a good one looks like.) • I can watch someone else's performance respectfully. 	<ul style="list-style-type: none"> • I can perform basic actions with some control, agility co-ordination and balance. • I can plan and repeat simple actions using my own ideas. • I know how to, and I can jump and land with control • I can say 'who caught my eye and why' (giving reasons based on what a good one looks like) • I am beginning to give feedback use key vocabulary.



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	<ul style="list-style-type: none"> • I can choose creative ways to travel. • I can listen to and repeat the rules and know the reasons we have rules. • Respond appropriately even when engaged in an activity. • I can keep trying when things are difficult. • I know it's ok to make mistakes. • I can say 'who caught my eye and why' (giving reasons based on what a good one looks like) 		
Skills – Dance	<ul style="list-style-type: none"> • I can begin to remove and put back on my own shoes and socks independently and find my own shoes. • I can copy and explore basic body actions. • I can dance energetically. • I can combine movements. • I can use movement skills with strength, balance and co-ordination increasing control and grace and I know how to improve these. 	<ul style="list-style-type: none"> • I can plan, copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body alone and together. • I can respond creatively to a range of stimuli and be curious about how different music makes me feel. • I can work with others. • I can say 'who caught my eye and why' with respect (scaffolding to support 	<ul style="list-style-type: none"> • I can plan (verbally or written) copy, remember, repeat and create dance sequences. • I can show a character through the actions and dynamics I choose. • I can work with a partner using mirroring and unison in our actions. • I am beginning to provide feedback using key words. • I can use simple movement patterns to create my own motif, using my own ideas.



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	<ul style="list-style-type: none">• I can try to move in time with music.• I can describe how the stimuli/music makes me feel and be curious about how the music makes me feel.• I can respond creatively to a stimuli.• I can show respect when watching a performance.• I can keep trying when things are difficult.• I know it's ok to make mistakes.• Respond appropriately even when engaged in an activity.• I can say 'who caught my eye and why' (giving reasons based on what a good one looks like)	linking the why to what a good one looks like.)	<ul style="list-style-type: none">• I can say 'who caught my eye and why' (giving reasons based on what a good one looks like)
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