



English Martyrs Catholic Voluntary Academy

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and fitness This will be covered throughout the year across the PE curriculum.	I can talk about ways to keep healthy. I can use simple words and phrases to describe how my body feels after exercise.	I can safely perform teacher led warm-ups and can describe and discuss others work . I can recognise and describe what my body feels like during different types of exercise. I can safely perform a teacher led warm-up and cool down and	I can recognise and describe what my body feels like during different types of exercise. I understand the need for warm up and cool down. I can explain the need for a warm up and cool down recognising what is happening to my body during exercise.	I can recognise and describe what my body feels like during different types of exercise. I recognise changes in my body. I can give reasons why PE is good for my health. I can recognise changes in my body giving reasons why PE is good for health	I can recognise a change in heart rate, temperature and breathing rate during exercise. I recognise changes in my body. I can give reasons why PE is good for my health.	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health. I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health. can organise myself to warm up safely. I can demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body. I can discuss ways to become healthier.
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Evaluating This will be covered throughout the year across the PE curriculum.	I can talk about what they have done. I can talk about what others have done.	I can watch and describe performances. I can begin to say how I could improve.	I can watch and describe performances, and use what they see to improve their own performance. I can talk about the differences between my work and that of others.	I can watch, describe and evaluate the effectiveness of a performance. I can describe how my performance has improved over time.	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. I can modify my use of skills or techniques to achieve a better result.	I can choose and use criteria to evaluate my own and others' performance. I can explain why I have used particular skills or techniques, and the effect they have had on my performance.	I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.
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Dance	I can copy steps and actions with some control and coordination. I can link individual and whole body movements together. I can watch others work and choose actions.	I can copy and explore basic body patterns and movements. I can remember simple dance steps and perform them in a controlled manner. I can choose actions and link them with sounds and music. I can recognise how to move in space. I can begin to improvise independently to create a simple dance.	I can perform with control and coordination. I can respond imaginatively to a variety of stimuli. I can vary the dynamics, levels, speed and direction of my phrase/motif. I can discuss my own and others work with simple vocabulary. I can use simple choreographic devices such as unison, canon and mirroring.	I can improvise freely on my own and with a partner I can translate ideas from a variety of stimuli into movement. I can compare, develop and adapt movement motifs to create longer dances. I can use dance vocabulary to compare and improve my work. I understand how to work safely.	I can improvise freely on my own and with a partner. I can translate ideas from a variety of stimuli into movement. I can compare, develop and adapt movement motifs to create longer dances. I can compose a dance that reflects the chosen dance style. I can confidently improvise with a partner or on my own. I can compose a longer dance sequence in a small group. I can use dance vocabulary	I can demonstrate precision, control and fluency in response to stimuli. I can identify and repeat the movement patterns and actions of a chosen dance style. I can vary dynamics and develop actions with a partner or as part of a group. I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness.	I can demonstrate precision, control and fluency in response to stimuli. I can translate ideas from a variety of stimuli into movement. I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness. I can use dramatic expression in dance movements and motifs. I can perform with confidence, using a



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					to compare and improve my work. I understand how to work safely.	I can modify my performance and that of others.	range of movement patterns. I can modify my performance and that of others.
Gymnastics	I can copy individual and whole body movements with some control and coordination. I can watch others work. I can recognise and negotiate space. I can handle small and/or low apparatus safely. I can balance with some control. I can move around, under, over, and through different objects and equipment.	I can copy and explore basic gymnastics actions with some control and coordination. I can create and perform a movement sequence. I can hold still shapes and simple balances. I can move around, under, over, and through different objects and equipment with control. I can watch and discuss my own and others work. I can use space safely showing an awareness of others.	I can copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination. I can hold a still shape whilst balancing on different points of the body. I can identify and describe the difference between my own and others work. I can handle large apparatus safely. I can climb onto and jump off the equipment safely.	I can copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. I can link combinations of actions with increasing confidence, including changes of direction, speed or level. I can show increasing flexibility in moves. I can describe my own and others work noting similarities and differences and I can make suggestions for improvements. I can work safely, handling a range of hand, small and large apparatus.	I can copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences. I can carry out a range of balances confidently. I can develop strength, technique and flexibility throughout performances. I can describe my own and others work noting similarities and differences. I can make suggestions for improvements. I can work safely, handling a range of hand, small and large apparatus.	I can copy, remember, explore and repeat increasingly complex gymnastics actions with some control, coordination, quality and clarity. I can perform jumps, shapes and balances fluently and with control. I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.	I can copy, remember, explore and repeat increasingly complex gymnastics actions with increasing control, coordination, quality and clarity. I can demonstrate precise and controlled placement of body parts in my actions, shapes and balances. I can identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.
Cricket	I can aim & throw object underarm. I can catch balloon/bean bag/scarf & sometimes a bouncing ball I can use hand to strike a bean bag or ball and move towards a scoring area I am begin to use a bat to hit a ball or bean bag.	I can show some different ways of hitting, throwing and striking a ball I can hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) I can play as a fielder and get the ball back to a STOP ZONE. I am beginning to follow some simple rules.	I can begin to follow some simple rules (carrying the bat, not over taking someone) I can send a ball off a tee using a bat or a racket I can stop moving when the 'bowler' has the ball I can play as a fielder and pass the ball back to the runner stop. I can follow rules for a game (carry the bat, don't	I can throw and catch under pressure. I can use fielding skills to stop the ball effectively. I can hit with increasing batting control. I understand the role of backstop. I can play in a tournament and work as team, using tactics in order to beat another team.	I can develop the range of cricket skills and apply in a competitive context. I can choose and use a range of simple tactics in isolation and in a game context. I can consolidate existing skills and apply with consistency.	I can link together a range of skills and use in combination I can collaborate as a team to choose, use and adapt rules in games I can recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.	I can apply with consistency standard cricket rules in a variety of different styles of games I can attempt a small range of recognised shots in isolation and in competitive scenarios I can use a range of tactics for attacking and defending in role of bowler, batter and fielder



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Fundamentals / Athletics	<p>I can show varying speeds of running.</p> <p>I can jump and from a stationary position with bent knees.</p> <p>I can throw and explore a variety of objects.</p> <p>I can use simple words and phrases to describe how my body feels after exercise.</p>	<p>I can change speed and direction when running.</p> <p>I can jump from a stationary position with control.</p> <p>I can throw underarm and overarm and explore a variety of objects with increasing accuracy.</p>	<p>I can change speed and direction when running.</p> <p>I can jump from a stationary position with control using different types of jump (two feet to two feet, one to two etc)</p> <p>I can throw overarm and underarm and explore a variety of objects with increasing accuracy.</p>	<p>I can run at a speed appropriate to the distance I am running.</p> <p>I can jump accurately from a standing position.</p> <p>I can take a running jump.</p> <p>I can land safely and with control.</p> <p>I can demonstrate a range of throwing actions using a variety of objects.</p>	<p>I can run at a speed appropriate to the distance I am running.</p> <p>I can perform a relay.</p> <p>I can combine a hop skip and a jump to perform the standing triple jump.</p> <p>I can demonstrate a range of throwing actions using a variety of objects with increasing control and accuracy.</p> <p>I can develop techniques to throw for increased distance.</p>	<p>I can improve and sustain different running technique at different speeds in a variety of athletic events.</p> <p>I can develop an effective technique for standing long jump and standing triple jump.</p> <p>I can develop an effective technique for standing vertical jump.</p> <p>I can measure and record the distance of throws.</p> <p>I can identify and explain what makes a good athletic performance.</p> <p>I can explain how to improve technique in a variety of events.</p>	<p>I can improve and sustain different running technique at different speeds in a variety of athletic events.</p> <p>I can build up speed quickly for a sprint finish.</p> <p>I can develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>I can continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>I can identify and explain what makes a good athletic performance.</p> <p>I can explain how to improve technique in a variety of events.</p>
Bat and ball		<p>I can explore hitting a dropped ball with a racket.</p> <p>I can feed a ball over a net into the court area.</p> <p>I can explore underarm rallying with a partner.</p> <p>I can use the ready position to move towards a ball.</p>	<p>I can hit a dropped ball over a net.</p> <p>I can accurately underarm throw a ball over a net to a partner.</p> <p>I can explore rallying with a partner catching after one bounce.</p> <p>I can consistently use the ready position to move towards a ball.</p>				
Tennis				<p>I can tap the ball off racquet (tapping it to the ground, tapping it up off the racket,</p>		<p>I can tap the ball back and forth using either a forehand or backhand motion.</p>	



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				<p>tapping it up with one bounce etc).</p> <p>I can tap a ball back and forth to a partner.</p> <p>I can stand in the ready position before tapping the ball to a partner.</p> <p>I can change position before tapping the ball to a partner.</p> <p>I am beginning to understand forehand and backhand position.</p> <p>I am beginning to attempt to serve the tennis ball.</p>		<p>I can demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.</p> <p>I can move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is.</p> <p>I can set racquet back in its ready position quickly upon recovery.</p> <p>I can serve the ball correctly beginning to purposely aim for space to score.</p>		
Badminton					<p>I can demonstrate increased technique when using shots both cooperatively and competitively.</p> <p>I can develop technique in serving with increased consistency.</p> <p>I can develop rallying using both forehand and backhand with increased technique.</p> <p>I am beginning to use appropriate footwork patterns to move around the court.</p>		<p>I can demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.</p> <p>I can serve accurately and consistently.</p> <p>I am beginning to apply tactics to their serve.</p> <p>I can successfully apply a variety of shots to keep a continuous rally.</p> <p>I can demonstrate a variety of footwork patterns relevant to the game they are playing.</p>	
Football				<p>I am beginning to dribble a ball making small touches with some control.</p> <p>I can send a football to someone on my team with some accuracy.</p> <p>I can keep a ball under control.</p> <p>I can look find space is and try to move into it.</p>	<p>I can dribble with small touches into space.</p> <p>I can send a football to someone on the team, using different parts of foot.</p> <p>I can keep a ball under control when receiving a range of passes from team.</p> <p>I can find the space and move into it.</p>	<p>I can dribble making small touches into space with speed.</p> <p>I can send a football to someone on the team, using different parts of foot accurately.</p> <p>I can use a range of ways to keep a ball under control (foot, knee, and knowing</p>	<p>I can dribble making small touches into space with speed, to beat defenders.</p> <p>I can make decisions regarding how and when to send a football to someone in team.</p> <p>I can use a range of ways to keep a ball under control (foot, knee, and knowing which one due to where ball</p>	



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				<p>I can mark another player and defend when needed.</p> <p>I can shoot the ball towards the goal.</p>	<p>I can mark another player and begin to attempt interceptions.</p>	<p>which one due to where ball is coming from).</p> <p>I can see space, and use it effectively.</p> <p>I can lose a defender to receive a pass.</p> <p>I can defend a player and make some successful interceptions for team.</p>	<p>is coming from) when under pressure from a defender.</p> <p>I know how space changes within a game and when and how to move into changing spaces.</p> <p>I can draw defender away to create space.</p> <p>I can position my body to defend effectively, making successful interceptions.</p>
Hockey		<p>I can follow simple rules.</p> <p>I can use a stick with some control.</p> <p>I can pass to another player with some control.</p> <p>I can use simple attacking skills such as dodging to get past a defender.</p> <p>I can use simple defensive skills such as marking a player or defending a space.</p> <p>I am beginning to use space in a game.</p>		<p>I am beginning to show how to hold a hockey stick and which side to use.</p> <p>I can use a simple push pass to another team mate.</p> <p>I can dribble the ball keeping it close to me using the correct side of stick.</p> <p>I can show some signs of an approaching a player to tackle and cause pressure.</p> <p>I am beginning to attempt to score a goal from anywhere.</p>		<p>I can change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders.</p> <p>I can choose between the two passes (push/slap) and explain simply why.</p> <p>I can make a direct pass while dribbling.</p> <p>I am beginning to use stick to mark a player from the side line causing them difficulty.</p> <p>I can successfully score while in the scoring area.</p> <p>I can intercept a pass.</p> <p>I can tackle opposition to gain possession of the ball.</p>	
Netball				<p>I can use of first steps netball (4 a side C GA GS GK) over 1/3 of a netball court)</p> <p>I can make a series of passes to team mates moving towards a scoring area.</p> <p>I can show some signs of using a chest pass and shoulder pass.</p> <p>I can show a target to indicate where I'd like to pass to.</p> <p>I know where space is and try to move into it.</p> <p>I can mark another player and defend when needed.</p>		<p>I can use all three passes (chest, shoulder & bounce) correctly.</p> <p>I can use a range of speeds within a game to support a team in scoring.</p> <p>I am beginning to use square (across the court) & straight (up & down the court) passes to achieve pace.</p> <p>I can use a defender to receive a pass.</p> <p>I can defend a player and make some successful interceptions (snatch &</p>	



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				<p>I can use a chest pass and shoulder pass to support team in scoring.</p> <p>I can make decisions regarding which is the best type of pass to use.</p> <p>I am beginning to use a bounce pass, which only bounces once.</p> <p>I can identify space to move into and show a clear target to receive a pass.</p> <p>I can mark another player and begin to attempt interceptions.</p> <p>I know where positions are allowed on a court.</p>		<p>catch) when playing as a team.</p> <p>I know which pass is best to use and when in a game.</p> <p>I can use a range of square & straight passes to change direction of the ball.</p> <p>I can use landing foot to change direction to lose a defender.</p> <p>I can draw defender away to create space for self or team.</p> <p>I can position my body to defend effectively, making successful interceptions.</p> <p>I can use of High Five netball (5 a side C GA GA GS GK) over a whole netball court.</p>	
Basketball					<p>I can develop different ways of throwing and catching.</p> <p>I can move with a ball using a range of techniques showing control and fluency.</p> <p>I can pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>I can occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>I can make the best use of space to pass and receive the ball.</p> <p>I can apply and follow rules fairly.</p> <p>I understand and am beginning to apply the basic principles of invasion games.</p>		<p>I can throw and catch accurately and successfully under pressure in a game.</p> <p>I can show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>I can choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>I can keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>I can demonstrate a good awareness of space. I can choose the best tactics for attacking and defending.</p> <p>I can shoot in a game.</p> <p>I know when to pass and when to dribble in a game.</p>



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Tag Rugby					<p>I can move holding a rugby ball.</p> <p>I know where to score a try and how to position the ball to score a try</p> <p>I can move into spaces to avoid defenders</p> <p>I can make a backward pass to team mates, using the direction most comfortable</p> <p>I know to tag team mates when to defend</p> <p>I can move with speed (and change of) with the ball and without.</p> <p>I can use speed and space to avoid defenders</p> <p>I can pass backwards and in both directions and sometimes on the move</p> <p>I can tag the person who has the ball, but can mark a player who doesn't have the ball.</p>		<p>I am able to evade and tag opponents.</p> <p>I am able to pass and receive a pass at speed.</p> <p>I am able to pass and receive a pass at speed in a game situation.</p> <p>I can refine attacking and defending skills.</p> <p>I can develop tactics as a team.</p> <p>I am able to evade and tag opponents.</p> <p>I can run at speed, changing direction at speed.</p> <p>I can play effectively in attack and defence</p> <p>I can score points against opposition player with the ball.</p>
Dodgeball					<p>I can throw with increasing accuracy and success in game situations.</p> <p>I can catch with increasing consistency in game situations.</p> <p>I can explore a variety of dodging techniques.</p>		<p>I can throw and catch with good accuracy.</p> <p>I can consistently make good decisions on who and when to throw at in order to get opponents out.</p> <p>I can make quick decisions on when to catch and when to dodge.</p> <p>I can make quick decisions on when to dodge, when to catch and the type of dodge to use.</p>
OAA			<p>I can follow simple instructions.</p> <p>I can give simple directions.</p> <p>I can follow a range of trails.</p> <p>I can use simple shapes on maps.</p> <p>I can work cooperatively</p>		<p>I can follow and give clear instructions.</p> <p>I can plan independently and in small groups, implementing a strategy with increased success.</p> <p>I can confidently</p>		<p>I can work well as part of a team to problem solve.</p> <p>I can inclusively communicate with others, share job roles and lead when necessary.</p>



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		with a partner and a small group. I can begin to plan, and with some success, apply strategies to overcome a challenge.		communicate ideas and listen to others.		I can contribute a range of ideas. I can use a compass successfully. I can identify map symbols and follow a map accurately. I can read, follow and set a bearing. I can orientate a map efficiently to navigate around a course.
	Beginners	Intermediate		Advanced		
Swimming	<p>I can move around the pool independently.</p> <p>I can float with the use of aids.</p> <p>I can travel on my front and/or back with aids.</p> <p>I can travel on my front and/or back without aids.</p> <p>I can travel 10 metres on my front and/or back without aids.</p> <p>I can blow bubbles.</p> <p>I can submerge my whole head.</p> <p>I can float without aids.</p> <p>I can push and glide.</p> <p>I can jump into the water.</p>	<p>Understand how to achieve a streamlined body position.</p> <p>I can swim 1 stroke with good technique over at least 10 metres.</p> <p>I can swim 2 strokes with good technique over at least 10 metres.</p> <p>I can swim 3 strokes with good technique over at least 10 metres.</p> <p>I can swim 25 metres competently and proficiently using at least 1 stroke.</p> <p>I can push and glide.</p> <p>I can submerge to pick an object off of the bottom of the pool.</p> <p>I can combine different floating shapes.</p> <p>I can perform a sculling action.</p> <p>I can jump into deep water.</p>		<p>Understand the importance of a streamlined body position.</p> <p>I can swim 1 stroke with a controlled and an efficient technique.</p> <p>I can swim 2 strokes with a controlled and an efficient technique.</p> <p>I can swim 3 strokes with a controlled and an efficient technique.</p> <p>I can swim at least 25 metres using front crawl, backstroke and breaststroke.</p> <p>I am able to tread water.</p> <p>I am able to perform a sculling action.</p> <p>I am able to demonstrate surface dives.</p> <p>I can demonstrate a range of safe entry techniques</p> <p>I am able to identify areas of good technique and areas of improvement.</p>		