



Progression of Skills in Gymnastics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Refines shapes and jumps to improve coordination.	Carry equipment safely.	Use start & finish shapes.	Contrasting shapes, body control when rolling.	Cartwheel progressions.	Symmetry & asymmetry.	Prepare for vaulting.
Experiment with egg & log roll.	Perform magic chair landing.	Power in jumping.	Partner unison. Patterns.	Using STEP.	Perform counterbalances.	Dismounting from height.
Recognise pathways and direction. Points and patches to develop body tension.	Explore body tension.	Levels and speed.	Fluency in movement.	Judging.	Round off progressions.	Flight in unison & cannon.
Link basic movements, use start, and finish position.	Linking movements.	Back & front support.	Half lever (not full body weight)	Changes in speed.	Linking cartwheels & roundoffs.	Use music.
Develop take-off and landing position for jumps. Transferring and moving small equipment.	Rock, spin, turn. Move on, off and over	Rhythm in performing.	Bouncing, smooth transitions and extension	Shoulder roll.	Performing pathways.	Create group patterns.
Moving through and under apparatus.		Body management in a range of actions.		Shoulder stand.	Devising warm-ups.	Entrance and relationships to one another.
Copying and repeating actions				Showing flow.		Use stimuli to enhance performance.
				Fitness activities.		



Progression of Skills in Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Link colours to feelings.</p> <p>Explore animal movements and levels.</p> <p>Replicate actions in larger groups.</p> <p>Sequence work. Explore leader or follower work.</p> <p>Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.</p>	<p>Exploring storytelling through dance.</p> <p>Use a theme to create a dance.</p> <p>Develop actions to express friendship. Dance with start middle and end.</p> <p>Perform with feeling. Perform actions to nursery rhymes.</p> <p>March in time.</p> <p>Move and turn as a group.</p> <p>Perform simple cannon and in rounds.</p>	<p>Dance in solo and duet.</p> <p>Explore creative footwork.</p> <p>Discuss how a dance can develop.</p> <p>Respond to visual stimulus.</p> <p>Comment on contrasting actions.</p> <p>Use the theme of a clock face to develop a dance.</p> <p>Perform 'freestyle' moves.</p> <p>Perform a motif to music.</p> <p>Explore movement pathways.</p>	<p>Perform a jazz square.</p> <p>Perform 2 contrasting characters.</p> <p>Communicate ideas as part of a group.</p> <p>Use a prop in a 4-action dance phrase.</p> <p>Discuss examples of professional work.</p> <p>Create own floor patterns.</p> <p>Demonstrate stylistic elements of barn dance.</p> <p>Apply feedback to improve own performance.</p>	<p>Develop dance freeze frames.</p> <p>Replicate a set phrase.</p> <p>Work collaboratively to sequence movements.</p> <p>Create a 5-action routine.</p> <p>Use formations to tell a story</p> <p>Perform with/without prompts.</p> <p>Identify strengths in their performance.</p>	<p>Perform locomotor and non-locomotor movements in a dance phrase.</p> <p>Describe the key features of a great dance.</p> <p>Work collaboratively in groups.</p> <p>Use basic knowledge of dancing steps to create own dance.</p> <p>Copy and perform a specific dance action to communicate a theme.</p> <p>Copy and execute a high energy jump sequence.</p>	<p>Explore space in a deeper way in relation to dance.</p> <p>Perform some basic dance skills.</p> <p>Compose a dance performance.</p> <p>Describe the meaning/purpose of different dance devices.</p> <p>Show formations that create relationships.</p> <p>Create and perform live.</p>



Progression of Skills in Striking and Fielding Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Send and receive an objects with different body parts.	Use a range of throwing and rolling skills.	Hit with bats (some still hitting with hands).	General: Bowl with some accuracy and consistency.	General: Directing hit to score runs.	General: Throw for accuracy over short distances. Recognise where to play.	General: Demonstrate urgency when acquiring runs/rounders. Track and catch high balls.
Work with others to control objects in space.	Return a ball to a base/zone.	Use throwing/kicking to send a ball and score points.	Use the long barrier to collect and return a moving ball.	Attempt to stop a bouncing ground ball with some success.		
Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	Work with others to stop players scoring runs.	Use underarm bowling.	<u>Cricket</u> Shot choice into space.	<u>Cricket</u> Anticipate when to run to score singles.	<u>Cricket</u> Calling for runs with partner.	<u>Cricket</u> Fielding positions, slip, short leg and cover.
Coordinate similar objects in a variety of ways.	Self-feed and hit a ball.	Play as part of a team.	Foot placement to hit the ball effectively.	Bowl overarm from a stationary position.	Start to keep wicket. Attempt a bowling with a run up.	Bowling short.
Differentiate ways to manoeuvre objects.	Run between bases to score points.	Run to 'safety'.	Use overarm throw to send ball longer distances.	Attempt a pull shot in a game.	Forward defensive shot.	On and off drive.
Skip in isolation and with rope.		Outwit bowler and hot to space.	Explore role of wicket keeper.	Intercept the ball with one hand.	Setting a field.	Self-Umpire
		Move in line to stop ball.	<u>Rounders</u> Consistently catch one handed. Use underarm bowling action to bowl a 'good' ball.	<u>Rounders</u> Run at speed to avoid being stumped.	<u>Rounders</u> Body position to catch a ball to stump players out.	<u>Rounders</u> Play using standard rounders pitch layout.
			Selecting best base to throw to get players out.	Play backstop in small game.	Apply backwards hit rule, attempt to catch a backward hit.	Bowling fast ball.
			Introduction to the role of the backstop.	Use rounders scoring system.	Distinguish between deep and close fielding.	Play tactically to avoid overtaking teammates.
				Explain bowling rules.		
				Full and half rounders		



Progression of Skills in Invasion Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Send and receive an object with different body parts.	Send to targets. Catch and intercept.	Kick with inside of foot and stop ball with feet.	<u>Football, Netball, Basketball and Tag Rugby</u>	<u>Football, Netball, basketball and Tag Rugby</u> Passing over longer distances, use some marking technique and introduce some defending principles.	<u>Football, Netball, basketball and Tag Rugby</u> Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.	<u>Football, Netball, basketball and Tag Rugby</u> Compare performances.
Work with others to control objects in space.	Bounce ball to self. Defend a target.	Control a ball. Bounce the ball to send it.	Dribbling, tackling and passing. Interceptions.			Keep moving or be ready to pass quickly.
Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	Attack and defend as a pair. Communicate with partner.	Bounce a ball to begin to dribble. Throw/send a variety of equipment.	Shooting. Small sided games Dribbling, passing in pairs.	<u>Football</u> Dribbling in different directions, defensive tackling, front of player and goal side marking.	<u>Football</u> Turning with the ball, running with ball, keeping possession, step overs.	<u>Football</u> Perform previously learned skills under pressure and apply these to game situations where appropriate.
Coordinate similar objects in a variety of ways.	Compete in a basic tournament 2v2.	Pass and move. Intercepting in a game.	Defensive positioning. Building an attack.	Following your pass, maintain unopposed possession, short range shooting, receive and turn.	<u>Netball</u> Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.	<u>Netball</u> Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.
Differentiate ways to manoeuvre objects.		Play as a goalkeeper.	Finding space to receive the ball. <u>Tag Rugby</u>	<u>Netball</u> Protecting the ball, basic shooting, marking,	<u>Tag Rugby</u> Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique	
Skip in isolation and with rope.			Ball handling. Running past defenders. Evading taggers <u>Netball</u> Protecting the ball, basic shooting, marking, Footwork rules.	<u>Tag Rugby</u> Picking up and running with ball, correct ball carrying position, keeping possession		<u>Tag rugby</u> Set play for attacking, take the distance not the time, spaces not faces.



Progression of Skills in Athletics (Speed, Agility and Travelling)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Demo agility in variety of games.	Starting and stopping at speed.	Aware of others when running in space.	Combination jumps.	Aiming at targets.	Prepare to run an individual leg.	Sprint start techniques.
Recognise and follow instructions.	Show power in run, use arms.	Create more power with legs and apply to agility test.	Recognising and performing different paced runs.	Accelerating over short distances.	Develop further the principles of pace.	Run up for long jump.
Experiment with starting and stopping positions.	Take off on two feet.	Select best throw for conditioned games.	Approaching hurdles.	Taking off from run with one foot to increase distance.	How to improve ump distance.	Recording data for different types of throws.
Perform fast and slow movements.	Use leading arm to throw.	Perform some static and dynamic balances.	Pull action when throwing.	Sling action when throwing.	Jumping further	Use STEP principles.
Show control to stop and perform actions.	Compete in relay teams.	Explore their emotions around different challenges.	Recording scores accurately.	Perform baton exchanges.	Push action when throwing.	Work collaboratively to judge and record.
Play games, take turns.	Perform agile movements.	Attempt more accuracy in throws.			Baton exchange within restricted area	Take part in specific modified events using laws/rules for each event
Move by inching, crawling & jumping.	Work for sustained periods.	Perform under pressure.				
Negotiate obstacles.	Jumping and bounding.	Explore breathing techniques				
Jump for speed and distance.	Run from different starting positions.					
Recognise cues in lyrics to change actions.						
Use strength to maintain a body shape.						



Progression of Skills in Net and Wall Games						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Coordinate limbs to carry out defined movements and actions.</p> <p>Replicate bilateral movements.</p> <p>Make contact with ball with legs and feet.</p> <p>Move small objects using dominant and nondominant hand.</p> <p>Push, hit, dribble.</p> <p>Use a baton to steer objects.</p> <p>Roll, spin, rotate, throw and catch hoops</p>	<p>Sliding and receiving a ball/beanbag.</p> <p>Explore different ways of sending a ball.</p> <p>Moving towards and returning balls.</p> <p>Scoring points against opposition.</p> <p>Attempt to hit a ball.</p> <p>Basic rally with slow moving objects (balloon).</p> <p>Feeding the ball over a net.</p> <p>Develop core strength to send objects from a sitting, kneeling, and stand</p>	<p>Identify dominant and non-dominant side.</p> <p>Use basic serving rules in a game.</p> <p>Able to self-feed a ball to a partner using a racquet.</p> <p>Develop agility in isolated challenges.</p> <p>Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.</p>	<p>Tennis – Ready position.</p> <p>Hop to different areas of court.</p> <p>Perform a forehand shot.</p> <p>Move towards the ball to return.</p> <p>Serve with some accuracy to targets.</p>	<p>Correct position to return balls.</p> <p>Consistently send forehand to targets.</p> <p>Introduce backhand.</p> <p>Work cooperatively to score points in simple doubles play.</p>	<p>Volley shots.</p> <p>Clearing from the back of court.</p> <p>Different positioning for doubles games.</p> <p>Approach the ball and forehand and backhand.</p> <p>Conditioned games to encourage using different shot types</p>	<p>Introduce the lob.</p> <p>Communication in doubles play.</p> <p>Two handed backhand shot.</p> <p>Use full rules for modified tennis games.</p> <p>Use doubles tactics and court positioning effectively in competition</p>



Progression of Skills in OAA						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Work as an individual and part of a group to match.</p> <p>Keep heart rate high.</p> <p>Travel and follow travel trails as and individual.</p> <p>Work cooperatively to form shapes.</p> <p>Move along a pathways/trail with partner.</p> <p>Work with partner to form jumping patterns.</p> <p>Respond to visual cues.</p> <p>Compete as a team to complete an obstacle relay</p>	<p>Follow simple instructions.</p> <p>Recognise, remember, and match some symbols.</p> <p>Use map symbols in an emergency situation.</p> <p>Follow a movement pattern with others.</p> <p>Take part in competitive races and work with a partner.</p> <p>Learn to tie a bow knot (shoelaces)</p>	<p>Use equipment in unconventional ways.</p> <p>Compose a small group movement pattern.</p> <p>Participate in blindfold activities.</p> <p>Introduce the principle of map keys and use in a simple ways.</p> <p>Learn to tie a bow knot (shoelaces)</p>	<p>Use non-verbal communication effectively.</p> <p>Develop further simple map reading skill.</p> <p>Respond to and resolve problems as a team.</p> <p>Participate in trust activities.</p> <p>Plan on route map.</p> <p>Tie a double bow knot.</p>	<p>Recognise compass points.</p> <p>Use a compass.</p> <p>Follow a course.</p> <p>Work cooperatively with a partner to follow a map and solve problems.</p> <p>Recognise a range of standard map symbols.</p> <p>Evaluate their own success.</p> <p>Tie a double bow knot.</p>	<p>Use memory and recall skills.</p> <p>Learn and use the phonetic alphabet.</p> <p>Learn to pace themselves for longer distance runs.</p> <p>Move safely with control.</p> <p>Classify and interpret simple morse code.</p> <p>Tie a double bow knot.</p>	<p>Follow and orient a map.</p> <p>Learn and use the phonetic alphabet.</p> <p>Identify objects in a scavenger hunt.</p> <p>Perform complex group pyramid balances.</p> <p>Tie a double bow knot.</p> <p>Design your own game using, refining, and adapting group ideas.</p> <p>Year 6 attend Robinwood.</p>