

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.

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

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. Use the long barrier to collect and return a moving ball.	General: Directing hit to score runs. Attempt to stop a bouncing ground ball with some success.	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.				
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. Play as part of a team.	<u>Cricket</u> Shot choice into space. Foot placement to hit the ball effectively.	<u>Cricket</u> Anticipate when to run to score singles. Bowl overarm from a stationary position.	<u>Cricket</u> Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up.	<u>Cricket</u> Fielding positions, slip, short leg and cover. Bowling short.
Coordinate similar objects in a variety of ways.	Self-feed and hit a ball.	Run to 'safety'. Outwit bowler and hit to space.	Use overarm throw to send ball longer distances.	Attempt a pull shot in a game. Intercept the ball with one hand.	Forward defensive shot. Setting a field.	On and off drive. Self-Umpire
Differentiate ways to manoeuvre objects.	Run between bases to score points.	Move in line to stop ball.	Explore role of wicket keeper. <u>Rounders</u> Consistently catch one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.	<u>Rounders</u> Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders	<u>Rounders</u> Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.	<u>Rounders</u> Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.
Skip in isolation and with rope.						

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</u> <u>Rugby</u>	<u>Football, Netball, basketball and Tag</u> <u>Rugby</u> Passing over longer distances, use some marking technique and introduce some defending principles.	<u>Football, Netball, basketball and Tag</u> <u>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</u> <u>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.	<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 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	<u>Football</u> Dribbling in different directions, defensive tackling, front of player and goal side marking.	<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.
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.	<u>Netball</u> Protecting the ball, basic shooting, marking, footwork rules.	<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	<u>Tag rugby</u> Set play for attacking, take the distance not the time, spaces not faces.
Differentiate ways to manoeuvre objects.		Play as a goalkeeper.	Finding space to receive the ball. <u>Tag Rugby</u> Ball handling. Running past defenders. Evading taggers	<u>Netball</u> Protecting the ball, basic shooting, marking, Footwork rules.		
Skip in isolation and with rope.						

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. Recording data for different types of throws.
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 jump distance.	Use STEP principles.
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	Work collaboratively to judge and record.
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.	Take part in specific modified events using laws/rules for each event
Play games, take turns.	Perform agile movements.	Attempt more accuracy in throws.			Baton exchange within restricted area	
Move by inching, crawling & jumping.	Work for sustained periods.	Perform under pressure.				
Jump for speed and distance.	Negotiate obstacles.	Explore breathing techniques				
Recognise cues in lyrics to change actions.	Jumping and bounding.					
Use strength to maintain a body shape.	Run from different starting positions.					

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

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