



SKILLS PROGRESSION

KEY STAGE 1

LOWER KEY STAGE 2

UPPER KEY STAGE 2

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

• Athletics

- Pupils will begin to link running and jumping.
- To learn and refine a range of running which includes varying pathways and speeds.
- Develop throwing techniques to send objects over long distances.
- Increase stamina and core strength needed to undertake athletics activities.
- Take part in a broad range of opportunities to extend strength, balance, agility and coordination.
- Cooperate with others to carry out more complex tasks.

- Develop power, agility, coordination and balance over a variety of activities.
- Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.
- Can negotiate obstacles showing increased control of body and limbs.
- Improve running and jumping movements, work for sustained periods of time.
- Reflect on activities and make connections between a healthy active lifestyle.
- Experience and improve on jumping for distance and height.

- Control movements and body actions in response to specific instructions.
- Demonstrate agility and speed.
- Jump for height and distance with control and balance.
- Throw with speed and power and apply appropriate force

- Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.
- Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.

- Sustain pace over short and longer distances such as running 100m and running for 2 minutes.
- Able to run as part of a relay team working at their maximum speed.
- Perform a range of jumps and throws demonstrating increasing power and accuracy

- Become confident and expert in a range of techniques and recognise their success.
- Apply strength and flexibility to a broad range of throwing, running and jumping activities.
- Work in collaboration and demonstrate improvement when working with self and others.
- Accurately and confidently measure and time keep for both track and field events.

• Dance

- Respond to a range of stimuli and types of music.
- Explore space, direction, levels and speeds.
- Experiment creating actions and performing movements with different body parts.
- Able to build simple movement patterns from given actions.
- Compose and link actions to make simple movement phrases.
- Respond appropriately to supporting concepts such as canon and levels.

- Describe and explain how performers can transition and link shapes and balances.
- Perform basic actions with control and consistency at different speeds and on different levels.
- Challenge themselves to move imaginatively responding to music.
- Work as part of a group to create and perform short movement sequences to music.
- Perform using more sophisticated formations as well as an individual.
- Explore relationships through different dance formations.
- Explain the importance of emotion and feeling in dance.
- Use the stimuli to copy, repeat and create dance actions and motifs.

- Practice different sections of a dance aiming to put together a performance.
- Perform using facial expressions.
- Perform with a prop.
- Building improvisation skills to build a narrative around a theme.
- Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme.
- Delve deeper into opposing dynamics..

- Work to include freeze frames in routines.
- Practice and perform a variety of different formations in dance.
- Develop a dance to perform as a group with a set starting position.
- Developing choreography and devising skills in relation to a theme.
- Exploring dynamic quality and formations to communicate character.
- Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.

- Perform different styles of dance fluently and clearly.
- Refine & improve dances adapting them to include the use of space rhythm & expression.
- Worked collaboratively in groups to compose simple dances.
- Recognise and comment on dances suggesting ideas for improvement.
- Developing choreography and devising skills in relation to a theme.
- Exploring dynamic quality and formations to communicate character.
- Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.

- Work collaboratively to include more complex compositional ideas
- Develop motifs and incorporate into self-composed dances as individuals, pairs & groups
- Talk about different styles of dance with understanding, using appropriate language & terminology
- Developing group devices and greater use of teamwork.
- Demonstrating narrative through contact and relationships
- Showing tension through pattern and formation

• Gymnastics

- Identify and use simple gymnastics actions and shapes.
- Apply basic strength to a range of gymnastics actions.
- Begin to carry simple apparatus such as mats and benches.
- To recognise 'like' actions and link them.

- Describe and explain how performers can transition and link gymnastic elements.
- Perform basic actions with control and consistency at different speeds and levels.
- Challenge themselves to develop strength and flexibility.


- Modify actions independently using different pathways, directions and shapes.
- Consolidate and improve the quality of movements and gymnastics actions.
- Relate strength and flexibility to the actions and movements they are performing.

- To become increasingly competent and confident to perform skills more consistently.
- Able to perform in time with a partner and group.
- Independently use compositional ideas in sequences such as changes

- Create longer and more complex sequences and adapt performances.
- Take the lead in a group when preparing a sequence.
- Develop symmetry individually, as a pair and in a small group.
- Compare performances and judge strengths and areas for

- Lead group warm-up showing understanding of the need for strength and flexibility.
- Demonstrate accuracy, consistency, and clarity of movement.
- Work independently and in small groups to make up own sequences.

	<ul style="list-style-type: none"> To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and link with confidence. To perform with simple canon and unison. 	<ul style="list-style-type: none"> Refine and perform a range of point and patch balances. Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements, e.g., back support and half twist. Attempt to use rhythm while performing a sequence. 	<ul style="list-style-type: none"> To use basic compositional ideas to improve sequence work. Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work through jumps and leaps. Show increasing flexibility in shapes and balances. 	<p>in height, speed and direction.</p> <ul style="list-style-type: none"> Develop an increased range of body actions and shapes to include in a sequence. Define muscles groups needed to support the core of their body. Refine taking weight on small and large body parts, for example, hand and shoulder. 	<p>improvement.</p> <p>Select a component for improvement.</p> <ul style="list-style-type: none"> Take responsibility for own warm-up including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use information given by others to improve performance. 	<ul style="list-style-type: none"> Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus. Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve across a broad range of gymnastics actions. Perform increasingly complex partner balances.
<ul style="list-style-type: none"> Invasion Games 	<ul style="list-style-type: none"> To practice basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise. 	<ul style="list-style-type: none"> Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. <p>Recognise good quality in self and others.</p> <ul style="list-style-type: none"> To work with others to build basic attacking play. 	<ul style="list-style-type: none"> To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To build attacking/offensive play. Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. Able to implement basic rules of modified games e.g. basketball. Develop motor skills to handle sticks with ease and improve agility. Show basic skills to maintain possession. Use space efficiently to build an attack. Link skills to perform as a team. 	<ul style="list-style-type: none"> Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting Develop a wider range of ball handling skills Use footwork rules in a game situation and explore basic marking. Passing over longer distance. Moving towards the ball to receive the pass. Pass and move with the ball as a team to build attacks. Apply a small range of tactics in a competitive situation. Demonstrate increased speed and endurance during game play. Evaluating skills, tactics and team play to aid improvement 		<ul style="list-style-type: none"> Apply aspects of fitness to the game such as power, strength, agility and coordination. Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Suggest, plan and lead simple drills for given skills. Combine and perform more complex skills at speed in games. Use set plays in game situation and explain when and why they are used. Switch effectively as a team between defence and attack.
<ul style="list-style-type: none"> Net/Wall Games 	<ul style="list-style-type: none"> Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beach balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition. 	<ul style="list-style-type: none"> Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using hands and racquets with some consistency Play modified net/wall games throwing, catching and sending over a net Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game. 	<ul style="list-style-type: none"> Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries. Show understanding of how sitting volleyball is an inclusive game. 	<ul style="list-style-type: none"> Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay. Start to implement basic volley rules. 		<ul style="list-style-type: none"> Develop a wider range of shots Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots. Begin to use full scoring systems Continue developing doubles play and tactics to improve.

<ul style="list-style-type: none"> • Striking and fielding games 	<ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics. 	<ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of Wicket keeper or backstop. 	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. 	<ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency • Strike to ball with intent, use decision making attempt direction. 		<ul style="list-style-type: none"> • Apply with consistency standard rules in a variety of different styles of games. • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
<ul style="list-style-type: none"> • Swimming 					<p><u>Beginners</u></p> <ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. <p><u>Intermediate</u></p> <ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. <p><u>Advanced</u></p> <ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke 	