

Progression- Reception

Gymnastics		Dance		Body Management	
<ul style="list-style-type: none"> To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills 	<ul style="list-style-type: none"> To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> Recognise that actions can be reproduced in time to music; beat patterns, and different speeds Perform a wide variety of dance actions, both similar and contrasting Copy, repeat and perform simple movement patterns 	<ul style="list-style-type: none"> Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group 	<ul style="list-style-type: none"> Explore balance and managing own body, including manipulating small objects Able to stretch, reach, extend in a variety of ways and positions Able to control body and perform specific movements on command 	<ul style="list-style-type: none"> Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet Participate in a variety of small group co-operative activities.
Skills		Skills		Skills	
<p>Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.</p>	<p>Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.</p>	<p>Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. 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>Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.</p>	<p>Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.</p>
Speed, Agility, Travel		Manipulation and Coordination		Cooperate and solve problems	
<ul style="list-style-type: none"> Travel with some control and coordination Change direction at speed through both choice and instructions Stop, start, pause, prepare for and anticipate movement in a variety of situations 	<ul style="list-style-type: none"> Agility-based activities moving and controlling objects Recognise different actions such as: moving softly, quietly, quickly, powerfully Relate body movements to music and percussion 	<ul style="list-style-type: none"> Send and receive a objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways 	<ul style="list-style-type: none"> Coordinate similar objects in a variety of ways Differentiate ways to manoeuvre objects Skip in isolation and with rope 	<ul style="list-style-type: none"> Organise and match various items, images, colours and symbols Work with a partner to listen, share ideas, question and choose Move confidently and cooperatively in space 	<ul style="list-style-type: none"> Copy and repeat various patterns and actions Show an understanding of own feelings and others Solve more complex tasks using skills learned Work and play cooperatively and take turns
Skills		Skills		Skills	
<p>Demo agility in variety of games. Recognise & follow instructions. Experiment with starting & stopping positions. Perform fast & slow movements. Show control to stop & perform actions.</p>	<p>Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape.</p>	<p>Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.</p>	<p>Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.</p>	<p>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.</p>	<p>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.</p>

Links to learning Early years	Cross curricular Links
<p>Personal, social and emotional development - Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating.</p> <p>Physical development - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination and strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy.</p> <p>Understanding the world - Draw information from a simple map. Describe what they see, hear and feel outside. Expressive arts and design - Listen attentively, move and talk about music. Watch and talk about dance. Develop storylines.</p>	<p>Maths - Using numbers, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital readout.</p> <p>Literacy - Developing a broad vocabulary and using in the correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining.</p> <p>Music - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance.</p>

Progression in Gymnastics

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4
<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastic scoring. 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"> 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 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. 	<ul style="list-style-type: none"> 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 in height, speed and direction. 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.

Progression in skills Gymnastics

Carry equipment safely. Perform magic chair landing. Explore body tension—linking movements. Rock, spin, turn. Move on, off and over.	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing, smooth transitions and extension.	Cartwheel progressions. Using STEP. Judging. Speed changes. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas.
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Progression in Dance

<u>Overview Year 1</u>	<u>Overview Year 2</u>	<u>Overview Year 3</u>	<u>Overview Year 4</u>
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance. 	<ul style="list-style-type: none"> Work to include freeze frames in routines. Practise 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 a specific theme throughout and linking all activities to the communication of this to an audience.

Progression in skills Dance

<p>Exploring storytelling through dance. Use a theme to create a dance. Develop actions to express friendship. Dance with a start, middle and end. Perform with feeling. Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple canon and in rounds.</p>	<p>Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.</p>	<p>Perform a jazz square. Perform two contrasting characters. Communicate ideas as part of a group. Use a prop in a 4-action dance phrase. Discuss examples of professional work. Create your own floor patterns. Demonstrate stylistic elements of a barn dance. Apply feedback to improve your own performance.</p>	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5- action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate movements. Perform contact work as a group. Identify strengths in their performance.</p>
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Progression in Invasion games

<u>Overview Year 1</u>	<u>Overview Year 2</u>	<u>Overview Year 3</u>	<u>Overview Year 4</u>
<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. Recognise good quality in self and others. 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 performs with more consistency a selection of basic skills such as dribbling, throwing and shooting Develop a broader 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 gameplay. Evaluating skills, tactics and team play to aid improvement.

Progression in skills Invasion games

<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with the inside of the foot and stop the ball with your feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper.</p>	<p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball - Jump Ball, two handed shot. Defensive body position. Football - Using inside and outside of the foot, trapping. Hockey - Using the flat side of the stick. Close control, preparing to tackle. Handball - Catching ready position. Move correctly with the ball. Attacking formations. Effective hand grip. Lacrosse - Underarm and overarm throw. Groundball collection. Shot, pass and run. Netball - Chest, shoulder and bounce pass. Dodging to get free. Tag Rugby - Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p>General - Passing over longer distances, use some marking techniques and introduce some defending principles. Basketball - Use footwork rules, explore basic marking, cross over dribble, bounce pass, jump shot, triple threat position. Football - Dribbling in different directions, defensive tackling, front of player and goal side marking. Hockey - Push pass, slap pass, straight dribble, stopping and turning with the ball. Handball - Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw. Lacrosse - Following your pass, maintain unopposed possession, short-range shooting, receive and turn. Netball - Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules. Tag Rugby - Picking up and running with the ball, correct ball carrying position, keeping possession.</p>
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Progression in Net/Wall games

<u>Overview Year 1</u>	<u>Overview Year 2</u>	<u>Overview Year 3</u>	<u>Overview Year 4</u>
<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 beachballs. • 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. 	<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.

Progression in skills Net/Wall games

<p>Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.</p>	<p>Identify dominant and non- dominant sides. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. 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 an opponent to return. Play out a point from a serve.</p>	<p>Badminton - Use hard and soft hits. Hit using direction. Return a shuttle. Play using forehand shots, playing to boundaries—rally with a partner. Send and return over a net. Serve using the forehand. Tennis - Ready position. Hit to different areas of the court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p>	<p>Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenarios. Developing singles play. Tennis - Correct position to return balls. Consistently send forehand to targets. Introduce backhand. Work cooperatively to score points in simple doubles play.</p>
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Progression in Striking and fielding games

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4
<ul style="list-style-type: none"> • Able to hit objects with a 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 other hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper 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.

Progression in skills Striking and fielding games

<p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players from scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<p>Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move inline to stop the ball.</p>	<p>General - Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball/collect and return a moving ball. Cricket - Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper. Rounders - Consistently hit one-handed. Use underarm bowling action to bowl a 'good' ball. Selecting the best base to throw to get players out. Introduction to the role of the backstop.</p>	<p>General - Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket - Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders - Run at speed to avoid being stumped. Play backstop in a small game. Use rounders scoring system. Explain bowling rules. Full and half rounders.</p>
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Progression in Athletics

<u>Overview Year 1</u>	<u>Overview Year 2</u>	<u>Overview Year 3</u>	<u>Overview Year 4</u>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Reflect on activities and make connections between a healthy, active lifestyle. • Experience and improve on jumping for distance and height. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Using running, jumping, and throwing stations, children investigate different ways of performing these activities in small groups. • Using various equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.

Progression in skills Athletics

Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.
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