



| Progression of skills and knowledge | | | | Invasion Games | | |
|--|--------|--------|--|--|--|---|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>To be able to drop and catch objects with two hands.</p> <p>Develop the ability to move a ball using feet.</p> <p>To throw and roll a variety of beanbags and larger balls into a space.</p> <p>Demonstrate competence in kicking a larger ball into a space.</p> <p>To hit a ball with their hands and kick a larger ball.</p> <p>To be able to run at different paces and stop when instructed.</p> <p>Develop the ability to move around showing some awareness of others.</p> <p>To begin to work with a partner successfully on a sporting activity.</p> | | | <p>To perform some basic invasion games skills: throwing, catching, kicking and dribbling.</p> <p>To build attacking/offensive play.</p> <p>To be able to show basic control, including sending and receiving a ball.</p> <p>To show competence in controlling the ball, sending the ball and receiving it.</p> <p>To implement basic rules of modified games, e.g. basketball.</p> <p>Develop motor skills to handle sticks with ease and improve agility.</p> <p>Show basic skills to maintain possession, utilising space efficiently to build an attack.</p> <p>Link skills together to perform as a team.</p> | <p>Enhance confidence and consistency in executing fundamental skills such as dribbling, throwing and shooting.</p> <p>To develop a broader range of ball-handling skills.</p> <p>Use footwork rules in a game situation and explore basic marking.</p> <p>Demonstrate proficiency in longer-distance passes executed with precision and effective movement towards the ball to receive passes.</p> <p>Pass and move with the ball as a team to build attacks.</p> <p>Apply a small range of tactics in a competitive situation.</p> <p>Demonstrate increased speed and endurance during gameplay.</p> <p>Evaluate skills, tactics and team play to aid improvement.</p> | <p>Employ strength, agility and coordination while defending.</p> <p>Enhance the power and accuracy of passes, executing them proficiently in diverse situations.</p> <p>To apply a range of tactics and techniques consistently during gameplay, both attacking and defending.</p> <p>To play effectively in a variety of positions and formations on the pitch.</p> <p>Improve skills in rapid movements.</p> <p>To be able select specific skills and apply them effectively during gameplay.</p> <p>To play effectively as a team in defence, taking individual responsibility for a specified role.</p> | <p>To apply aspects of fitness to the game such as power, strength, agility and coordination.</p> <p>Choose and implement a broader range of strategies to play defensively and offensively.</p> <p>To grasp more technical aspects of the game.</p> <p>Observe, recognise and analyse good individual and team performances.</p> <p>To propose, organise and lead skill-specific drills and warm-ups.</p> <p>To execute more complex skills quickly and efficiently during games.</p> <p>Use set plays in game situation and explain when and why they are used.</p> <p>Switch effectively as a team between defence and attack.</p> |



| Progression of skills and knowledge | | | | Gymnastics (Body Management) | | |
|---|--|--|--|---|--|--|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>To identify and create shapes showing a basic level of stillness using different parts of the body.</p> <p>Begin to take weight on different body parts.</p> <p>Demonstrate shapes and actions that stretch their bodies.</p> <p>To be able to copy and link simple actions together.</p> <p>Show awareness of space, of themselves and of others.</p> <p>Understand the significance of maintaining good health and identifying factors that contribute to it.</p> <p>Identify changes that happen to their bodies when they engage in physical activities.</p> | <p>To identify and use simple gymnastics actions and shapes.</p> <p>To apply basic strength to a range of gymnastics actions.</p> <p>To begin to safely carry simple apparatus.</p> <p>To identify similar actions and link them to create cohesive movements.</p> <p>Demonstrate some control while performing a variety of basic gymnastics actions.</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns.</p> <p>To perform longer movement phrases and link with confidence.</p> | <p>Be able to describe and explain how performers can transition and link gymnastic elements.</p> <p>To perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Develop strength and flexibility.</p> <p>To be able to create and perform a simple sequence, combining different movements, shapes and balances.</p> <p>Develop body management through a range of floor exercises.</p> <p>Attempt to use rhythm while performing a sequence.</p> | <p>To employ various pathways, directions and shapes to change actions independently.</p> <p>To precisely display a series of movements and gymnastic actions.</p> <p>To use basic compositional ideas to improve sequence work.</p> <p>Identify similarities and differences in sequences.</p> <p>To develop body management over a range of floor exercises.</p> <p>To try to integrate explosive moves such as jumps and leaps into floorwork.</p> <p>Show increasing flexibility in shapes and balances.</p> | <p>To become increasingly competent and confident to perform skills more consistently.</p> <p>To be able to perform in time with a partner and group.</p> <p>To independently use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Develop an increased range of body actions and shapes to include in a sequence.</p> <p>To be able to define muscle groups needed to support the core of their body.</p> | <p>To be able to adjust and improve sequences and performances.</p> <p>Work cooperatively and take a lead when constructing sequences and performances in a group.</p> <p>To develop symmetry individually, as a pair and in a small group.</p> <p>To compare performances and evaluate for strengths and areas of improvement, taking on feedback from others.</p> <p>Be able to improve the timing of a performance or the flow of a sequence of movements.</p> <p>To understand the importance of a warm-up and be able to suggest a gymnastic specific warm-up to do.</p> <p>Execute more elaborate movements, shapes and balances consistently.</p> | <p>To be able to lead group warm-ups, showing understanding of the need for strength and flexibility.</p> <p>Demonstrate accuracy, consistency and clarity of movement.</p> <p>Work independently and in small groups to make up their own sequences.</p> <p>Perform increasingly complex sequences with accuracy.</p> <p>To combine ideas with others to build sequences.</p> <p>Show a desire to improve across a broad range of gymnastics actions.</p> |



| Progression of skills and knowledge | | | | Athletics | | |
|---|---|--|--|--|--|---|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Begin to demonstrate different running, jumping, hopping, skipping and walking skills.</p> <p>To be able to run at different speeds and stop with control.</p> <p>To be able to execute different travelling actions while staying on a designated path.</p> <p>Work effectively with partners and in a small group by taking turns.</p> <p>Follow, imitate and lead a partner in an athletic-based activity.</p> <p>Understand that jumping involves using arms to power forward and landing with soft knees.</p> <p>Demonstrate a good position of readiness when required to start a run.</p> | <p>To begin linking running and jumping.</p> <p>To learn and refine a range of running, which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p> <p>Increase stamina and core strength needed to undertake athletics activities.</p> <p>Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</p> <p>Cooperate with others to carry out more complex tasks.</p> | <p>To start to understand and develop power, agility, coordination and balance over a variety of activities.</p> <p>Throw and handle a variety of objects including quoits, beanbags, balls and hoops.</p> <p>Negotiate obstacles showing increased control of body and limbs.</p> <p>Make improvements when running and jumping.</p> <p>Make connection between physical activity and living a healthy lifestyle.</p> <p>Experience and improve on jumping for distance and height.</p> | <p>To control movements and body actions in response to specific instructions.</p> <p>Understand different situations where agility and speed are needed.</p> <p>Demonstrate increasingly accurate agility and improved speed.</p> <p>Jump for height and distance with control and balance.</p> <p>Understand how to throw with speed and power, apply appropriate force and be able to produce these movements with increasing accuracy.</p> | <p>To use running, jumping and throwing stations, investigating different ways of performing these activities in small groups.</p> <p>To competently and accurately use various types of equipment, including ways to measure length and time, comparing the effectiveness of different styles of runs, jumps and throws.</p> <p>Make connection between physical activity and living a healthy lifestyle.</p> | <p>To be able to sustain pace over short and long distances, such as running 60m and running for 2 minutes.</p> <p>To be able to run as part of a relay team working at their maximum speed.</p> <p>Understand how to improve performance and effectiveness when passing the baton in relay situations.</p> <p>Perform a range of jumps and throws, demonstrating increasing power and accuracy.</p> | <p>Become confident and expert in a range of techniques and recognise their success.</p> <p>Apply strength and flexibility to a broad range of throwing, running and jumping activities. Understand where these components are needed in other sporting activities.</p> <p>Work in collaboration and demonstrate improvement when working with self and others.</p> <p>Accurately and confidently judge across a variety of activities.</p> |



| Progression of skills and knowledge | | | | Striking and Fielding Games | | |
|--|---|--|---|--|---|--|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Experiment with different methods of sending a ball to a partner.</p> <p>Understand the importance of pointing their hand towards the target when striking a ball.</p> <p>Experiment with different types of equipment by rolling, throwing and catching.</p> <p>Understand the importance of pointing their hand towards the target when throwing and keeping hands ready to catch.</p> <p>Recognise simple rules of competitive activities.</p> <p>Demonstrate the ability to make basic decisions in response to the task.</p> | <p>Demonstrate proficiency in striking using either a hand or a bat.</p> <p>Track and retrieve a rolling ball with ease.</p> <p>Throw and catch a variety of balls and objects.</p> <p>Acquire sending and receiving skills that can be applied to benefit the team's fielding performance.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce the concept of simple tactics in striking games.</p> | <p>Enhance batting proficiency by practising with a diverse range of bats.</p> <p>Improve feeding and bowling skills through deliberate practice.</p> <p>Hit and run to score points in games.</p> <p>Work on a variety of ways to score runs in other hit, catch and run games.</p> <p>Attempt to work as a team to field.</p> <p>Begin to play the role of wicketkeeper or backstop.</p> | <p>To be able to adhere to some of the basic rules of striking and fielding games.</p> <p>To further develop skills to use in competitive situations.</p> <p>Achieve greater consistency in using basic skills, including striking a ball that has been bowled.</p> <p>Work cooperatively with others to complete fielding tasks.</p> | <p>Enhance the range of striking and fielding skills that can be effectively applied in competitive situations.</p> <p>Choose and use a range of simple tactics in isolation and in a game context.</p> <p>Reinforce and apply existing skills with greater consistency and accuracy.</p> <p>Strike the ball purposefully and use good judgement in deciding where to direct it.</p> | <p>Link together a range of skills and use them in combination in both competitive situations and practice activities.</p> <p>Work collaboratively with teammates to choose, use and adapt rules that apply to competitive situations.</p> <p>Recognise how some aspects of fitness apply to striking and fielding, e.g., power, flexibility, and cardiovascular endurance.</p> <p>Develop accuracy with retrieving and returning the ball.</p> | <p>Apply consistently standard rules in a variety of different styles of games.</p> <p>Attempt a small range of shots in isolation and competitive scenarios.</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> |



| Progression of skills and knowledge | | | | Net Games | | |
|--|--|--|--|--|--|---|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Experiment with hitting a ball using hands and pushing a ball with a racket.</p> <p>Understand the significance of pointing a hand or object towards the target while hitting a ball.</p> <p>Experiment with sending and tracking the ball with a partner.</p> <p>Understand the technique of looking at the target while sending the ball and tracking it while receiving.</p> <p>Experiment with changing direction, running and stopping.</p> <p>Know when to use big steps while running and small steps while stopping.</p> <p>Recognise simple rules of competitive activities.</p> <p>Demonstrate the ability to make basic decisions in response to the task.</p> | <p>Develop greater confidence in striking an object with either the hand or a bat.</p> <p>Improve the ability to move towards a moving ball and return it successfully.</p> <p>Sending and returning a variety of balls/objects.</p> <p>Track, intercept and stop a variety of objects such as balls and beanbags.</p> <p>Start to use learned skills in competitive activities.</p> | <p>Be able to track the path of a ball over a net and move towards it.</p> <p>Begin to hit and return a ball using hands and racquets with increasing consistency and accuracy.</p> <p>Participate in modified net/wall games that involve throwing, catching and sending an object over a net.</p> <p>Be able to make it difficult for their opponent to score a point.</p> <p>Begin to choose specific tactics appropriate to the situation.</p> <p>Improve agility and coordination and use these skills in a game.</p> | <p>Identify and describe some of the key rules of net/wall games.</p> <p>Learn how to serve/feed the ball to start a game.</p> <p>Understand the difference in some of the basic tennis shots (forehand, backhand and volley).</p> <p>Practice and develop the ability to hit forehand shots over a net.</p> <p>Play with some understanding of modified court boundaries.</p> | <p>Explore and use different shots with both the forehand and backhand.</p> <p>Demonstrate different net/wall skills in both competitive and non-competitive situations.</p> <p>Understand about placement of the ball and develop confidence to aim where they place their forehand within the court.</p> <p>Demonstrate different court positions in gameplay.</p> <p>Understand the tennis ready position: feet hip width apart, on tiptoes, knees bent, 2 hands on racket grip, racket held out in front, watching the ball.</p> <p>Develop the ability to move around the court to cover space, giving time to prepare to hit a return.</p> | <p>Use different types of serves in-game and new shots learnt in games.</p> <p>Compete against others in games, utilising strategies to score points and defend against opponents.</p> <p>Develop different ways of playing with others cooperatively and in a competition.</p> <p>Further develop volley shots and overhead shots.</p> <p>Expand knowledge and understanding of tennis rules to improve gameplay ability.</p> <p>Demonstrate different court positions in gameplay.</p> | <p>Develop the ability to perform a broader range of shots in both competitive and in-game situations.</p> <p>Play with fluency with a partner in doubles/partner scenarios.</p> <p>Enhance backhand shot ability and incorporate it into gameplay.</p> <p>Understand and use full scoring systems in basic gameplay.</p> <p>Continue developing doubles play and tactics to improve.</p> <p>Demonstrate different court positions in gameplay.</p> |



Progression of skills and knowledge

Dance

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|--|---|---|
| <p>Demonstrate fundamental movement patterns of hop, jump, skip and gallop from Country Dancing and Modern Jazz.</p> <p>Combine those fundamental movement patterns into short sequences, using own movements too, in time with the music.</p> <p>Show awareness of the space they are in, moving in different directions, negotiating other people in the space.</p> <p>Understand the importance of breath.</p> <p>Work together as a whole group when using props (bungee & parachute).</p> <p>Understand dance etiquette – bow to say thank you.</p> | <p>Demonstrate articulation of the foot.</p> <p>Demonstrate simple steps and elements from Rock ‘n’ Roll and Musical Theatre.</p> <p>Combine those steps and elements into their own routines in time with the music.</p> <p>Understand the importance of warm up and cool down (vocal and physical).</p> <p>Identify the key joints of the body.</p> <p>Build confidence to allow them to present their work.</p> <p>Work in pairs and small groups to create their routines.</p> <p>Begin to use cannon, unison and mirroring when creating routines.</p> | <p>Demonstrate the simple steps and elements from Cha Cha Cha and Zumba.</p> <p>Understand the structure of music and create routines to compliment the music.</p> <p>Understand which movements and actions will develop stamina, strength and flexibility.</p> <p>Begin to use accents and emphasis to highlight elements of the music.</p> <p>Continue to build confidence to allow them to present and perform their work.</p> <p>Work with a partner to create routines, using mirroring and unison as appropriate.</p> | <p>Demonstrate a wider understanding of the steps and elements from Country Dancing and Rock ‘n’ Roll.</p> <p>Combine those steps and elements, and others, to create routines that complement the music.</p> <p>Understand which muscles are being used when moving different parts of the body.</p> <p>Continue to build confidence to allow them to present and perform their work.</p> <p>Work with a partner to create routines using lead/follow.</p> <p>Work in small groups to create patterns.</p> | <p>Demonstrate a wider understanding of the steps and elements from Modern Jazz and Musical Theatre.</p> <p>Combine those steps and elements, and others, to create routines that complement the music to tell a story.</p> <p>Demonstrate awareness of the stage chart and directions.</p> <p>Begin to include the 7 dance elements when creating their routines... travel, turn, jump, balance, levels, gesture, musicality</p> <p>Work in small groups to create and perform varied and interesting routines.</p> | <p>Demonstrate a wider understanding of the steps and elements from Cha Cha Cha and Zumba.</p> <p>Combine those steps and elements, and others to create more complex routines that complement the different styles of music.</p> <p>Demonstrate use of hips and arms to add interest to the movements.</p> <p>Work with partners and small groups to create challenging routines.</p> <p>Share and celebrate each other’s work. Give and receive positive and constructive feedback.</p> | <p>Demonstrate a thorough understanding of the steps and elements from Country Dancing, Musical Theatre, Rock ‘n’ Roll and Zumba.</p> <p>Combine the steps, elements and their own movements to create routines that are confidently performed with accuracy, individual flair and style.</p> <p>Show smooth transitions between movements so the routines have good flow.</p> <p>Work as a whole group, in smaller groups and in pairs to create a variety of routines to the different styles of music.</p> |



| Progression of skills and knowledge | | | | Multi-Skills | | |
|---|---|---|--------|--------------|--------|--------|
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>To be able to maintain balance whilst stationary or in motion.</p> <p>Understand how various body parts are used in physical activities such as running, jumping, skipping, throwing, kicking, rolling, hopping and bouncing a ball.</p> <p>Understand and begin to be competent at passing a ball using hands or feet.</p> <p>Start to catch a ball accurately, cradling the ball with their hands and arms.</p> <p>Understand the need to position themselves ahead of a moving ball, to track or stop it.</p> <p>Begin to develop the ability to anticipate bounces on the floor or wall.</p> | <p>To execute a series of coordination exercises that integrate upper and lower body movements.</p> <p>To aim a variety of balls and equipment accurately.</p> <p>To effectively time running movements in order to intercept or stop the path of a ball.</p> <p>To travel in different ways, showing clear transitions between movements.</p> <p>To travel in different directions (side to side, up and down) with control and fluency.</p> <p>Understand how to use the body to move faster/slower.</p> <p>Use movement skills and balance to dodge and change direction quickly.</p> <p>Use different types of jumping techniques for different purposes.</p> | <p>To develop techniques for utilising the body to control speed and balance.</p> <p>Understand how to use the body to alter speed and balance.</p> <p>To grasp the concept of fluency of movement and apply it to integrate jumps and movements smoothly.</p> <p>To investigate different methods to improve balance.</p> <p>Coordinate the body, whilst beginning to move at different speeds with various equipment.</p> <p>Develop improvements to running technique.</p> <p>Be able to change direction quickly with good balance and control.</p> <p>Maintain proper form during jumping, by bending the knees and looking ahead while landing.</p> | | | | |



Progression of skills and knowledge

Swimming

| | Beginners | Intermediate | Advanced |
|--------|--|---|---|
| Year 3 | To swim unassisted for short distances ranging from 5 to 20 meters using a single stroke consistently. | To demonstrate confident swimming abilities in shallow water, covering distances of 10 to 20 meters. | To master at least two recognised strokes with control and fluency. |
| Year 4 | To employ swimming aids to propel themselves over longer distances. To enhance water confidence by submerging themselves completely and moving more confidently in the water. | To develop basic swimming techniques, including proper arm and leg action. To experiment with and apply fundamental breathing patterns while swimming. | To implement effective breathing techniques to facilitate smooth stroke patterns. To practise personal survival techniques, independently and as part of a group, with increasing proficiency. |
| Year 5 | To independently enter and exit the water with ease. | To learn various ways of entering and exiting the water. | To link lengths together through turns and attempt tumble turns both in isolation and during a stroke. |
| Year 6 | | To participate in problem-solving activities, such as group floats and team challenges, to further develop water confidence. | To participate in more complex problem-solving activities, such as group floats and team challenges, to further develop water confidence. |