



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



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



Progression of skills and knowledge				Athletics		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to demonstrate different running, jumping, hopping, skipping and walking skills. To be able to run at different speeds and stop with control. To be able to execute different travelling actions while staying on a designated path. Work effectively with partners and in a small group by taking turns. Follow, imitate and lead a partner in an athletic-based activity. Understand that jumping involves using arms to power forward and landing with soft knees. Demonstrate a good position of readiness when required to start a run.	To begin linking 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.	To start to understand and develop power, agility, coordination and balance over a variety of activities. Throw and handle a variety of objects including quoits, beanbags, balls and hoops. Negotiate obstacles showing increased control of body and limbs. Make improvements when running and jumping. Make connection between physical activity and living a healthy lifestyle. Experience and improve on jumping for distance and height.	To control movements and body actions in response to specific instructions. Understand different situations where agility and speed are needed. Demonstrate increasingly accurate agility and improved speed. Jump for height and distance with control and balance. Understand how to throw with speed and power, apply appropriate force and be able to produce these movements with increasing accuracy.	To use running, jumping and throwing stations, investigating different ways of performing these activities in small groups. 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. Make connection between physical activity and living a healthy lifestyle.	To be able to sustain pace over short and long distances, such as running 60m and running for 2 minutes. To be able to run as part of a relay team working at their maximum speed. Understand how to improve performance and effectiveness when passing the baton in relay situations. 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. Understand where these components are needed in other sporting activities. Work in collaboration and demonstrate improvement when working with self and others. Accurately and confidently judge across a variety of activities.



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



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



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



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



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 develop basic swimming techniques, including proper arm and leg action.	To implement effective breathing techniques to facilitate smooth stroke patterns.
Year 5	To enhance water confidence by submerging themselves completely and moving more confidently in the water.	To experiment with and apply fundamental breathing patterns while swimming.	To practise personal survival techniques, independently and as part of a group, with increasing proficiency.
Year 6	To independently enter and exit the water with ease.	To learn various ways of entering and exiting the water. To participate in problem-solving activities, such as group floats and team challenges, to further develop water confidence.	To link lengths together through turns and attempt tumble turns both in isolation and during a stroke. To participate in more complex problem-solving activities, such as group floats and team challenges, to further develop water confidence.