



Skills Progression Map

KS1

Strand	Reception	Year 1	Year 2
Dance	<ul style="list-style-type: none">* Explore basic movements & actions.* Begin to move with expression.* Begin to select movements that reflect the dance idea.* Remember, repeat and link simple movements and phrases	<ul style="list-style-type: none">* Perform a series of simple movements & actions.* Show an increasing sense of dynamic expression and rhythmic accuracy.* Select appropriate movements to support different dance ideas.* Remember, repeat short dance phrases, simple dances.	<ul style="list-style-type: none">* Perform increasingly complex combinations of movements and actions with control.* Perform clearly and with expression showing an awareness of phrasing and music.* Select movements that demonstrate an understanding of the dance, mood and feeling.* Repeat dance phrases and simple dances with accuracy and control

Gymnastics	<ul style="list-style-type: none"> * Show basic control and coordination when travelling & balancing. * Change movements and pathways to avoid others and obstacles. * Copy simple movements and actions. * Associate basic actions with words, signs and symbols. * Link and repeat simple actions. * Know how to start and finish a movement or action. * Identify changes that take place when they exercise 	<ul style="list-style-type: none"> * Show control and coordination when travelling and remaining still. * Find and use space safely showing awareness of others. * Remember and repeat simple actions and movements with control. * Describe movement phrases, e.g. travelling, balancing, climbing etc. * Select, link and perform simple actions. * Know how to start and finish movement phrases. * Describe how they feel during and after exercise 	<ul style="list-style-type: none"> * Travel in a range of different ways using feet, hands and feet and without feet. * Use all available space using different pathways and changes in direction. * Repeat simple sequences accurately and consistently. * Describe own and others movements, balances and body shapes, using appropriate vocabulary. * Select, link and perform with control a variety of actions. * Perform longer phrases containing a clear beginning, middle and end. * Identify when the heart rate (pulse) and breathing quickens
Games and Multi Skills	<ul style="list-style-type: none"> * Practice underarm throwing and rolling skills. * Dribble with a ball * Practice simple collecting and receiving skills. * Play simple games with a partner or passive opponent. * Describe basic rules and the way to score 	<ul style="list-style-type: none"> * Use basic underarm, rolling and hitting skills accurately. * Dribble with a ball * Intercept, retrieve and stop bean bags and large balls with some consistency. * Throw, hit, kick a ball in a range of ways depending on the needs of the game. * Describe what they and others need to do in a game. 	<ul style="list-style-type: none"> * Use with accuracy underarm, overarm and hitting skills. * Track, intercept, stop and catch balls consistently. * Dribble with a ball * Anticipate movements and actions of others in partner work. * Describe simple tactics and skills used in games.

Pupil Profiling	* To be able to understand how to improve skill and physical related tasks through practice & play. * To have the ability to realise that profiling is about self-improvement. (Be the best you can be)	* To be able to understand how to improve skill and physical related tasks through practice & play. * To have the ability to realise that profiling is about self-improvement. (Be the best you can be) * To be able to realise why participating in pupil profiling is beneficial.	* To be able to understand how to improve skill and physical related tasks through practice & play. * To have the ability to realise that profiling is about self-improvement. (Be the best you can be) * To have the ability to understand why profiling is done more than once
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Skills Progression Map

KS2

Strand	Year 3	Year 4	Year 5	Year 6
Dance	<ul style="list-style-type: none"> * Explore, improvise and combine movements and ideas effectively. * Perform with an awareness of rhythmic, dynamic and expressive qualities. * Improvise freely alone/with a partner, translating ideas from stimuli and movement. * Create and link simple dance phrases using dance structures and motifs 	<ul style="list-style-type: none"> * Rehearse, refine and repeat short dance sequences with style and artistic intention. * Perform to an accompaniment expressively and sensitively. * Use an increasing range of complex composition principles to create dances. * Create and structure motifs, phrases, sections and whole dances. 	<ul style="list-style-type: none"> * Rehearse, refine and adapt a wide range of dance. * Demonstrate a clear sense of own dance style. * Use a range of technical and physical principles to create dances. * Further develop and refine own dance style. * Show an understanding of musical structure, rhythm, mood and phrasing. 	<ul style="list-style-type: none"> * Use a wide range of dance principles to create dances. * Incorporate a range of musical structures, rhythms, moods and phrasing.

Gymnastics	<ul style="list-style-type: none"> * Perform actions, balances, body shapes and movements with control. * Combine an increasing range of elements with a sequence. * Combine own work with the work of others. * Identify aspects of a performance that need to be practised. * Prepare well-structured sequences that can be performed alone or with a partner. * Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement. 	<ul style="list-style-type: none"> * Combine and perform increasingly complex gymnastic actions, shapes and balances. * Develop an increasing range of solutions to tasks or stimulus. * Create sequences with others. * Recognise the key criteria needed to improve their own and others performance. * Prepare complex and varied sequences to perform with a partner or as part of a group. * Make longer, more complex sequences including changes of direction, level and speed. 	<ul style="list-style-type: none"> * Combine and perform a range of complex gymnastic actions, shapes and balances with control. * Share and evaluate the solutions ideas of others. * Create increasingly complex and varied sequences with others. * Use criteria to judge the quality of ideas, actions, composition and sequences. * Perform and choose from a wide range of complex and demanding actions, balances etc. * Take the lead in the preparation of a performance including complex sequences to be performed by a group. 	<ul style="list-style-type: none"> * Combine and perform a series of sequences using a range of complex actions and balances etc. * Share, evaluate and select the group's most effective solution or idea. * Plan a series of complex sequences with others. * Formulate own criteria and evaluate the effectiveness of performances. * Analyse actions against a set criteria in order to evaluate the success of their performance. * Work as a team in the preparation of a performance through the delegation of roles and responsibilities.
Games and Multi Skills	<ul style="list-style-type: none"> * Hit a bowled ball with intent and force. * Use a range of skills when attacking and defending. * Make tactical decisions while showing awareness of others. * Understand and implement a range of tactics. 	<ul style="list-style-type: none"> * Bat, bowl and field with control. * Suggest a range of skills that can be used to improve success. * Vary team and individual tactics to generate impact. * Plan and adapt team and individual tactics 	<ul style="list-style-type: none"> * Bat, bowl and field using a range of techniques. * Evaluate the success of skills used in order to improve play' * Explain in detail plans for and approaches to game play. * Understand and give reasons for the use of a range of tactics. 	<ul style="list-style-type: none"> * Evaluate and suggest improvements to own/others skills. * Analyse the effectiveness of skills used. * Evaluate impact of plans and adapt in order to improve play. * Analyse the effectiveness of tactics used.

Pupil Profiling	<ul style="list-style-type: none"> * To be able to understand how to improve skill and physical related tasks through deliberate practice & structured games. * To use self-evaluation to identify areas for improvement. * To understand why improvement in profiling is essential to personal health 	<ul style="list-style-type: none"> * To be able to understand how to improve skill and physical related tasks through deliberate practice & structured games. * To use self-evaluation to identify areas for improvement. * To understand what improvement with in profiling can do for you in sport and all aspects of health 	<ul style="list-style-type: none"> * To be able to understand how to improve skill and physical related tasks through deliberate practice & physical development signposting from teachers. * To use both self & peer evaluation to develop physical and technical skills. * To Identify what specific components of fitness relate to which sports. 	<ul style="list-style-type: none"> * To be able to understand how to improve skill and physical related tasks through deliberate practice & physical development signposting from teachers. * To use both self & peer evaluation to develop physical and technical skills. * To Identify what specific components of fitness relate to which sports.
Games Invasion	<ul style="list-style-type: none"> * Use a range of throwing and catching skills with control to keep possession and to score goals / points. * Be aware of space and members of the opposition. * Use a variety of simple tactics for attacking and keeping possession of the ball. * Understand the need to defend and attack. * Become increasingly familiar with the rules of the game. 	<ul style="list-style-type: none"> * Use different techniques for passing, controlling, dribbling and shooting the ball in games. * Mark opponents and support players in defence. * Identify tactics to help the team to keep the ball and take it towards the opposition's end. * Use a range of tactics to attack and defend. * Use and interpret the rules of the game. 	<ul style="list-style-type: none"> * Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games. * Use marking, tackling and / or interception to improve defence. * Apply principles of team play to keep possession of the ball and score effectively. * Know what position they are playing and how to contribute when attacking and defending. * Apply rules consistently and fairly. 	<ul style="list-style-type: none"> * Use a wide range of good quality skills effectively. * Make and apply a range of decisions quickly and appropriately in games. * Choose skills and tactics that meet the needs of the situation. * Play in a number of attacking and defending positions effectively. * Take responsibility for judgements and decision making in game play (umpire).

Games Net and Wall	<ul style="list-style-type: none"> * Keep up a continuous game using simple throwing and catching skills and techniques. * Choose and use a range of simple tactics for sending the ball different ways. * Choose and use an increasing range of simple tactics for defending their own court. * Gain and understanding of, and use, rules. * Make up own net games. 	<ul style="list-style-type: none"> * Use a wide range of throwing, catching and hitting skills on both sides of the body. * Change the pace, length and direction of throws and shots to outwit opponents. * Know where to stand and how to defend their court. * Use and interpret rules fairly * Make up own net games and their rules 	<ul style="list-style-type: none"> * Use forehand, backhand and over arm shots, and volley when appropriate. * Use preferred skills with competence and consistency. * Understand the need for tactics, choose and use some tactics effectively. * Apply rules consistently and fairly. * Make up own net games that involve more than one player / team. 	<ul style="list-style-type: none"> * Play a full game of short tennis using the full range of racquet skills. * Use a wide range of shots with consistency and accuracy. * Understand the need for different tactics; give reasons for decisions and for tactics used. * Analyse and make judgements about own and others ability to adhere to rules (umpire). * Make up and share increasingly complex net games.
Games Striking and Fielding	<ul style="list-style-type: none"> * Use, with increasing accuracy, under arm and over arm throwing and hitting skills. * Track, intercept, stop and catch balls and beanbags with consistency. * Track balls or other equipment sent to them and anticipate where it is going. * Choose a skill that suits the needs of the game and outwits their opponents. * Describe simple tactics and skills they can use in games. * Become familiar with and begin to apply rules consistently and fairly. 	<ul style="list-style-type: none"> * Hit a bowled ball with intent and force. Bat, bowl and field with control. * Use a range of fielding skills e.g. catching, throwing, bowling and intercepting with control and consistency. * Make good tactical decisions quickly while remaining aware of what is going on around them. * Understand and implement a range of tactics in a range of games. * Identify their own strengths and suggest practices to help improve them. * Identify and describe features successful game play. 	<ul style="list-style-type: none"> * Bat, bowl and field with control. Demonstrate a range of effective techniques. * Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games. * Use a range of tactics for attacking and defending as batters, bowlers and fielders. * Plan and adapt team and individual tactics, vary them as the need arises. * Identify their own and others' strengths and weaknesses and devise practices that lead to improvement. * Use a sound understanding of the principles of play when planning their approaches to games. 	<ul style="list-style-type: none"> * Evaluate and suggest improvements for the batting, bowling and fielding skills of self and others. * Suggest a range of complex skills and techniques that could be applied to improve a range of field games. * Take a leading role in teams and have a significant impact on the games played. * Identify how team and individual tactics have been varied and the impact this will have / has had on the game. * Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Evaluate. * Explain, in detail, their plans for, and approaches to, game play.

Sports Hall Athletics and Outdoor Athletics	<ul style="list-style-type: none"> * Run at fast, medium and slow speeds, changing speed and direction. * Link running and jumping activities with fluency, control and consistency. * Make up and repeat a short sequence of linked jumps. * Take part in an athletic event, e.g. a relay activity. * Know and demonstrate a range of throwing techniques. Throw with some accuracy and power into targets. 	<ul style="list-style-type: none"> * Understand and demonstrate the difference between sprinting and running for sustained periods. * Increase the fluency and control of running and / or jumping activities. * Perform a range of jumps showing consistent technique and where appropriate using a short run up * Effectively assume the role of a team member taking part in an athletic event, e.g. in a relay team. * Throw objects, changing their action for accuracy and distance including the throwing of objects at targets. 	<ul style="list-style-type: none"> * Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets. * Demonstrate control and accuracy over running and / or jumping activities. * Show control at take off in jumping activities * Participate in a range of athletic events, e.g. long jump, 100 metres sprint etc. * Show accuracy and good technique when throwing for distance. 	<ul style="list-style-type: none"> * Pace their efforts effectively. * Adapt skills and techniques to different challenges and equipment. * Show good control, speed, strength and stamina when running, jumping and throwing. * Take part in a wide range of athletic events effectively. * Use and apply effectively a range of throwing techniques
OAA	<ul style="list-style-type: none"> * Move from familiar to unfamiliar environments and pinpoint their positions. * Use plans and diagrams to follow a short trail from one point to another. * Respond to a set challenge or problem. * Discuss how to follow trails and solve problems. * Begin to work and behave safely. 	<ul style="list-style-type: none"> * Travel around a simple course; respond when the task or environment changes. Use more detailed plans and diagrams to pinpoint their position and plot a route. * Solve problems by using and applying a range of approaches Explain reasons for choosing the approach used to solve a problem, recognising other possible approaches. * Work and behave safely, when working on own and in small groups. 	<ul style="list-style-type: none"> * Work confidently in familiar and changing environments. Using increasingly complex maps and diagrams select, and perform, skills and strategies effectively. * Find own solutions to problems and challenges. * Plan, implement and refine strategies, adapting strategies as necessary. * Prepare physically and organisationally for challenges taking into account their own and others' safety. 	<ul style="list-style-type: none"> * Work confidently in familiar and changing environments, adapting quickly to new situations. * Using a range of different maps and tracking devices identify and respond to events as they happen. * Devise, select and put into practice a range of solutions to problems and challenges. * Understand clearly the nature of a challenge or problem and what they want to achieve. * Take a leading role when working with, and taking responsibility for, others.

<p>Swimming</p>	<ul style="list-style-type: none"> * Swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves; in some cases, swim up to 5 metres without aids or support. * Move confidently in water when my feet are touching the ground; join in water activities; explore different ways of moving in water. * Put their head in the water. * Recognise how the temperature of the water makes their body feel. 	<ul style="list-style-type: none"> * Swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel myself. * Identify and describe the differences between different leg and arm actions. * Use one basic method to swim the distance, making sure that they breathe. * Use floats, swim over longer distances and periods of time with a more controlled leg kick. * Join in all swimming activities confidently and explore freely how to move in and under water. * Recognise how the water affects their temperature and recognise how their swimming affects my breathing. 	<ul style="list-style-type: none"> * Swim between 25 and 50 metres unaided. * Keep swimming for 30 to 45 seconds, using swimming aids and support. * Use a variety of basic arm and leg actions when on their front and on their back. * Swim on the surface and lower myself under water. * Take part in group problem-solving activities on personal survival. 	<ul style="list-style-type: none"> * Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. * Use three different strokes, swimming on their front and back; control their breathing. * Swim confidently and fluently on the surface and under water. * Work well in groups to solve specific problems and challenges, sharing out the work fairly. * Recognise how swimming affects their body, and pace their efforts to meet different challenges.
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