

## Progression of Skills in Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Refines shapes and jumps to improve coordination.</p> <p>Experiment with egg &amp; log roll.</p> <p>Recognise pathways and direction.</p> <p>Points and patches to develop body tension.</p> <p>Link basic movements, use start, and finish position.</p> <p>Develop take-off and landing position for jumps.</p> <p>Transferring and moving small equipment.</p> <p>Moving through and under apparatus.</p> <p>Copying and repeating actions</p>	<p>Carry equipment safely.</p> <p>Perform magic chair landing.</p> <p>Explore body tension.</p> <p>Linking movements.</p> <p>Rock, spin, turn.</p> <p>Move on, off and over</p>	<p>Use start &amp; finish shapes.</p> <p>Power in jumping.</p> <p>Levels and speed.</p> <p>Back &amp; front support.</p> <p>Rhythm in performing.</p> <p>Body management in a range of actions.</p>	<p>Contrasting shapes, body control when rolling.</p> <p>Partner unison.</p> <p>Patterns.</p> <p>Fluency in movement.</p> <p>Half lever.</p> <p>Bouncing , smooth transitions and extension</p>	<p>Cartwheel progressions.</p> <p>Using STEP.</p> <p>Judging. Changes in speed.</p> <p>Shoulder roll.</p> <p>Shoulder stand.</p> <p>Showing flow.</p> <p>Fitness through tabattas.</p>	<p>Symmetry &amp; asymmetry.</p> <p>Perform counterbalances.</p> <p>Round off progressions.</p> <p>Linking cartwheels &amp; roundoffs.</p> <p>Performing pathways.</p> <p>Devising warm-ups.</p>	<p>Prepare for vaulting.</p> <p>Dismounting from height.</p> <p>Flight in unison &amp; cannon.</p> <p>Use music.</p> <p>Create group patterns.</p> <p>Entrance and relationships to one another.</p> <p>Use stimuli such as ribbons and hoops.</p>

## Progression of Skills in Dance

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Link colours to feelings.</p> <p>Explore animal movements and levels.</p> <p>Replicate actions in larger groups.</p> <p>Sequence work.</p> <p>Explore leader or follower work.</p> <p>Learning and repeating actions through circle dance.</p> <p>Perform to the count of 8.</p> <p>Copy and repeat 4 actions.</p> <p>Perform an African dance motif.</p>	<p>Exploring storytelling through dance.</p> <p>Use a theme to create a dance.</p> <p>Develop actions to express friendship.</p> <p>Dance with start middle and end.</p> <p>Perform with feeling.</p> <p>Perform actions to nursery rhymes.</p> <p>March in time.</p> <p>Move and turn as a group.</p> <p>Perform simple cannon and in rounds.</p>	<p>Dance in solo and duet.</p> <p>Explore creative footwork.</p> <p>Discuss how a dance can develop.</p> <p>Respond to visual stimulus.</p> <p>Comment on contrasting actions.</p> <p>Use the theme of a clock face to develop a dance.</p> <p>Perform 'freestyle' moves.</p> <p>Perform a motif to music.</p> <p>Explore movement pathways.</p>	<p>Perform a jazz square.</p> <p>Perform 2 contrasting characters.</p> <p>Communicate ideas as part of a group.</p> <p>Use a prop in a 4-action dance phrase.</p> <p>Discuss examples of professional work.</p> <p>Create own floor patterns.</p> <p>Demonstrate stylistic elements of barn dance.</p> <p>Apply feedback to improve own performance.</p>	<p>Develop dance freeze frames.</p> <p>Perform a slide and roll. Replicate a set phrase.</p> <p>Work collaboratively to sequence movements.</p> <p>Create a 5-action routine. Use formations to tell a story.</p> <p>Perform without prompts. Use devices to manipulate movements.</p> <p>Perform contact work as a group.</p> <p>Identify strengths in their performance.</p>	<p>Perform locomotor and non-locomotor movements in a dance phrase.</p> <p>Describe the key features of line dancing.</p> <p>Work collaboratively in a group of 4.</p> <p>Use basic knowledge of line dancing steps to create own line dance.</p> <p>Copy and perform a specific dance action to communicate a theme.</p> <p>Communicate the idea of a hero.</p> <p>Copy and execute a high energy jump sequence.</p> <p>Create a low-level attack sequence.</p>	<p>Explore space in a deeper way in relation to dance. Identify appropriate dynamics and group formations for the Hakka.</p> <p>Perform some basic street dance skills.</p> <p>Compose a street dance performance.</p> <p>Create a phrase of gestures that communicate a theme.</p> <p>Describe the meaning/purpose of several different devices. Show formations that create tension and relationships.</p> <p>Create and perform a live aural setting.</p>

## Progression of Skills in Striking and Fielding Games

Reception Manipulation & Co-ordination Unit of Work	Year 1 Send & Receive Unit of Work	Year 2 Send & Receive Unit of Work	Year 3 Cricket & Rounders	Year 4 Cricket & Rounders	Year 5 Cricket & Rounders	Year 6 Cricket & Rounders
<p>Send and receive an objects with different body parts.</p> <p>Work with others to control objects in space.</p> <p>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>Coordinate similar objects in a variety of ways.</p> <p>Differentiate ways to manoeuvre objects.</p> <p>Skip in isolation and with rope.</p>	<p>Use a range of throwing and rolling skills.</p> <p>Return a ball to a base/zone.</p> <p>Work with others to stop players scoring runs.</p> <p>Self-feed and hit a ball.</p> <p>Run between bases to score points.</p>	<p>Hit with bats (some still hitting with hands).</p> <p>Use kicking to send a ball and score points.</p> <p>Use underarm bowling.</p> <p>Play as part of a team. Run to 'safety'.</p> <p>Outwit bowler and hot to space.</p> <p>Move in line to stop ball.</p>	<p><u>General</u> Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball.</p> <p><u>Cricket</u> Forward drive into space. Foot placement to hit the ball effectively. Use overarm throw to send ball longer distances. Explore role of wicket keeper.</p> <p><u>Rounders</u> Consistently hit one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	<p><u>General</u> Directing hit to score runs. Attempt to stop a bouncing ground ball with some success.</p> <p><u>Cricket</u> 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.</p> <p><u>Rounders</u> Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders</p>	<p><u>General</u> Throw for accuracy over short distances. Recognise where to play.</p> <p><u>Cricket</u> Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up. Forward defensive shot. Setting a field.</p> <p><u>Rounders</u> Body position to catch a ball to stump players out. Apply backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.</p>	<p><u>General</u> Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball.</p> <p><u>Cricket</u> Fielding positions, slip, short leg and cover. Bowling short. On and off drive.</p> <p><u>Rounders</u> Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>

## Progression of Skills Invasion Games

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manipulation and Co-ordination Unit of Work	Attack vs Defence Unit of Work	Attack vs Defence Unit of Work	Sport Specific Units of Work	Sport Specific Units of Work	Sport Specific Units of Work	Sport Specific Units of Work
<p>Send and receive an objects with different body parts.</p> <p>Work with others to control objects in space.</p> <p>Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.</p> <p>Coordinate similar objects in a variety of ways.</p> <p>Differentiate ways to manoeuvre objects.</p> <p>Skip in isolation and with rope.</p>	<p>Send to targets.</p> <p>Catch and intercept.</p> <p>Bounce ball to self.</p> <p>Defend a target.</p> <p>Attack and defend as a pair.</p> <p>Communicate with partner.</p> <p>Compete in a basic tournament 2v2.</p>	<p>Kick with inside of foot and stop ball with feet.</p> <p>Control a ball. Bounce the ball to send it.</p> <p>Bounce a ball to begin to dribble.</p> <p>Throw/send a variety of equipment.</p> <p>Pass and move. Intercepting in a game.</p> <p>Play goalkeeper.</p>	<p><u>General</u> Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory.</p> <p><u>Hockey</u> Using flat side of stick. Close control, preparing to tackle.</p> <p><u>Handball</u> Catching ready position. Move correctly with the ball. Attacking formations. Effective handgrip.</p> <p><u>Lacrosse</u> Underarm and overarm, throw. Groundball collection. Shot, pass and run.</p> <p><u>Football</u> Using inside and outside of foot, trapping.</p> <p><u>Tag Rugby</u> Ball handling. Running past defenders. Evading taggers and tag protocol.</p>	<p><u>General</u> Passing over longer distances, use some marking technique and introduce some defending principles. Basketball</p> <p><u>Football</u> Dribbling in different directions, defensive tackling, front of player and goal side marking.</p> <p><u>Handball</u> Protecting the ball, basic shooting, 3 man weave, turn on the move, 7m throw.</p> <p><u>Lacrosse</u> Following your pass, maintain unopposed possession, short range shooting, receive and turn.</p> <p><u>Netball</u> Protecting the ball, basic shooting, playing within 3rds, 1to1 marking, footwork rules.</p> <p><u>Tag Rugby</u> Picking up and running with ball, correct ball carrying position, keeping possession</p>	<p><u>General</u> Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation.</p> <p><u>Football</u> Turning with the ball, running with ball, keeping possession, step over.</p> <p><u>Handball</u> Jump shot, closing angles, pivoting to pass, set plays.</p> <p><u>Netball</u> Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting.</p> <p><u>Tag Rugby</u> Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique.</p>	<p><u>General</u> Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly.</p> <p><u>Football</u> Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest.</p> <p><u>Hockey</u> Shooting from close range, long corners, goal side marking, self-pass rule, channelling the opposition.</p> <p><u>Handball</u> Screening, organisation around the D, dribbling with precision in game, utilising space.</p> <p><u>Tag rugby</u> Set play for attacking, take the distance not the time, spaces not faces.</p>

## Progression of Skills – Athletics (Speed, Agility, Travel)

Reception Speed, Agility, Travel Unit of Work	Year 1 Run, Jump, Throw Unit of Work	Year 2 Run, Jump, Throw Unit of Work	Year 3 Athletics	Year 4 Athletics	Year 5 Athletics	Year 6 Athletics
<p>Demo agility in variety of games.</p> <p>Recognise and follow instructions.</p> <p>Experiment with starting and stopping positions.</p> <p>Perform fast and slow movements.</p> <p>Show control to stop and perform actions.</p> <p>Play games, take turns. Move by inching, crawling &amp; jumping.</p> <p>Jump for speed and distance.</p> <p>Recognise cues in lyrics to change actions.</p> <p>Use strength to maintain a body shape.</p>	<p>Starting and stopping at speed.</p> <p>Show power in run, use arms.</p> <p>Take off on two feet. Use leading arm to throw.</p> <p>Compete in relay teams. Perform agile movements.</p> <p>Work for sustained periods.</p> <p>Negotiate obstacles.</p> <p>Jumping and bounding.</p> <p>Run from different starting positions.</p>	<p>Aware of others when running in space.</p> <p>Create more power with legs and apply to agility test.</p> <p>Select best throw for conditioned games.</p> <p>Perform some static and dynamic balances.</p> <p>Explore their emotions around different challenges.</p> <p>Attempt more accuracy in throws.</p> <p>Perform under pressure.</p> <p>Explore breathing techniques</p>	<p>Combination jumps.</p> <p>Recognising and performing different paced runs.</p> <p>Approaching hurdles.</p> <p>Pull action when throwing.</p> <p>Recording scores accurately.</p>	<p>Aiming at targets.</p> <p>Accelerating over short distances.</p> <p>Taking off from run with one foot to increase distance.</p> <p>Sling action when throwing.</p> <p>Perform baton exchanges.</p>	<p>Prepare to run an individual leg.</p> <p>Develop further the principles of pace.</p> <p>Steeplechase and jump for distance.</p> <p>Push action when throwing.</p> <p>Baton exchange within restricted area.</p>	<p>Sprint start techniques.</p> <p>Run up for long jump.</p> <p>Recording data for different types of throws.</p> <p>Use STEP principles.</p> <p>Work collaboratively to judge and record. Take part in specific modified events using laws/rules for each event.</p>

## Progression of Skills – Net Wall

<b>Reception</b> Manipulation and Co-ordination Unit of Work	<b>Year 1</b> Send & Return Unit of Work	<b>Year 2</b> Send and Return Unit of Work	<b>Year 3</b> Tennis	<b>Year 4</b> Athletics	<b>Year 5</b> Tennis	<b>Year 6</b> Tennis
<p>Coordinate limbs to carry out defined movements and actions.</p> <p>Replicate bilateral movements.</p> <p>Make contact with ball with legs and feet.</p> <p>Move small objects using dominant and non-dominant hand.</p> <p>Push, hit, dribble.</p> <p>Use a baton to steer objects.</p> <p>Roll, spin, rotate, throw and catch hoops</p>	<p>Sliding and receiving a ball/beanbag.</p> <p>Explore different ways of sending a ball.</p> <p>Moving towards and returning balls.</p> <p>Scoring points against opposition.</p> <p>Attempt to hit a ball. Basic rally with slow moving objects (balloon).</p> <p>Feeding the ball over a net.</p> <p>Develop core strength to send objects from a sitting, kneeling, and stand</p>	<p>Identify dominant and non-dominant side.</p> <p>Use basic serving rules in a game.</p> <p>Able to self-feed a ball to a partner using a racquet.</p> <p>Develop agility in isolated challenges. Develop the ready position to receive a ball.</p> <p>Play a variety of roles in a simple game.</p> <p>Throw into space to make it difficult for opponent to return.</p> <p>Play out a point from a serve.</p>	<p>Tennis – Ready position.</p> <p>Hot to different areas of court.</p> <p>Perform a forehand shot. Move towards the ball to return.</p> <p>Serve with some accuracy to targets</p>	<p>Correct position to return balls.</p> <p>Consistently send forehand to targets.</p> <p>Introduce backhand.</p> <p>Work cooperatively to score points in simple doubles play.</p>	<p>Volley shots.</p> <p>Clearing from the back of court.</p> <p>Different positioning for doubles games.</p> <p>Approach the ball and forehand and backhand.</p> <p>Conditioned games to encourage using different shot types</p>	<p>Introduce the lob.</p> <p>Communication in doubles play.</p> <p>Two handed backhand shot. Use full rules for modified tennis games.</p> <p>Use doubles tactics and court positioning effectively in competition</p>

## Progression of Skills – OAA

Reception Manipulation and Co-ordination Unit of Work	Year 1 OAA	Year 2 OAA	Year 3 OAA	Year 4 OAA	Year 5 OAA	Year 6 OAA
<p>Work as an individual and part of a group to match.</p> <p>Keep heart rate high.</p> <p>Travel and follow travel trails as and individual.</p> <p>Work cooperatively to form shapes.</p> <p>Move along a pathways/trail with partner. Work with partner to form jumping patterns.</p> <p>Respond to visual cues.</p> <p>Compete as a team to complete an obstacle relay.</p>	<p>Follow simple instructions.</p> <p>Recognise, remember, and match some symbols.</p> <p>Perform physically challenging actions.</p> <p>Follow a movement pattern with others.</p> <p>Take part in competitive races and work with a partner.</p> <p>Undertake simple speed stack arrangements.</p>	<p>Use equipment in unconventional ways.</p> <p>Build on speed stack skills.</p> <p>Compose a small group movement pattern.</p> <p>Participate in blindfold activities.</p> <p>Introduce the principle of map keys and use in a simple ways.</p>	<p>Use non-verbal communication effectively.</p> <p>Develop further simple map reading skill.</p> <p>Respond to and resolve problems as a team.</p> <p>Participate in trust activities. Plan on route map.</p>	<p>Recognise compass points.</p> <p>Use a compass. Follow a course.</p> <p>Work cooperatively with a partner to follow a map and solve problems.</p> <p>Recognise a range of standard map symbols.</p> <p>Evaluate their own success</p>	<p>Use memory and recall skills.</p> <p>Work at maximum physical capacity e.g., when running.</p> <p>Use control cards.</p> <p>Perform under pressure.</p> <p>Perform safely and with control.</p> <p>Classify and interpret simple morse code</p>	<p>Follow and orient a map.</p> <p>Identify objects in a scavenger hunt.</p> <p>Perform complex group pyramid balances.</p> <p>Tie a reef knot.</p> <p>Design your own game using, refining, and adapting group ideas.</p>

## PE Curriculum Plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>Links to the following ELGs:</p> <p><b>Physical Development:</b>  <b>Gross Motor Skills ELG</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Personal, Social and Emotional Development</b>  <b>Managing Self ELG</b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>Manage their own basic hygiene and personal needs, <u>including dressing</u>, going to the toilet and understanding the importance of healthy food choices.</li> </ul>					
	<b>Speed Agility Travel</b>	<b>Body Management</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Manipulation and Coordination</b>	<b>Cooperate and Solve Problems</b>
Year 1	Attack, Defend, Shoot Units 1 and 2	Send and Return Units 1 and 2	Dance Units 1 and 2	Gymnastics Units 1 and 2	Hit Catch Run Units 1 and 2  OAA	Run, Jump, Throw Units 1 and 2
Year 2	Attack, Defend, Shoot Units 1 and 2	Send and Return Units 1 and 2	Dance Units 1 and 2	Gymnastics Units 1 and 2	Hit Catch Run Units 1 and 2  OAA	Run, Jump, Throw Units 1 and 2
Year 3	Football Lacrosse	Handball Tag Rugby	Dance Units 1 and 2	Gymnastics Units 1 and 2	Cricket Tennis OAA	Athletics Rounders
Year 4	Football Lacrosse	Handball Tag Rugby	Dance Units 1 and 2	Gymnastics Units 1 and 2	Cricket Tennis OAA	Athletics Rounders
Year 5	Football Lacrosse	Handball Tag Rugby	Dance Units 1 and 2	Gymnastics Units 1 and 2	Cricket Tennis OAA	Athletics Rounders
Year 6	Football Lacrosse	Handball Tag Rugby	Dance Units 1 and 2	Gymnastics Units 1 and 2	Cricket Tennis OAA	Athletics Rounders



