



# Skills Progression by Sport and Knowledge



## Gymnastics

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Performs at different levels.</p> <p>Can perform 2 footed jumps.</p> <p>Can use equipment safely.</p> <p>Balances with some control.</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p>	<p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p>



# Skills Progression by Sport and Knowledge



		Beginning to develop good technique when travelling, balancing, using equipment etc		<p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
--	--	---	--	--	---



# Skills Progression by Sport and Knowledge



## Health and Fitness

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Can describe how their body feels before, during and after an activity.	Can show how to exercise safely. Can describe how their body feels during different activities. Can explain what their body needs to keep healthy.	Can explain why it is important to warm-up and cool-down. Can identify some muscle groups used in gymnastic activities.	Can explain why warming up is important. Can explain why keeping fit is good for their health.	Can explain some important safety principles when preparing for exercise. Can explain what effect exercise has on their body. Can explain why exercise is important.	Can explain how the body reacts to different kinds of exercise. Can choose appropriate warm ups and cool downs. Can explain why we need regular and safe exercise.



# Skills Progression by Sport and Knowledge



## Dance

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Copies and explores basic movements and body patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p> <p>Responds to a range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Add a change of direction to a sequence.</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into a movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence.</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p>



## Skills Progression by Sport and Knowledge



			vocabulary to compare and improve work.	Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work.	Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences.  Modifies parts of a sequence as a result of self and peer evaluation.  Uses more complex dance vocabulary to compare and improve work
--	--	--	---	--	--



# Skills Progression by Sport and Knowledge



## Games

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation).</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge</p>



# Skills Progression by Sport and Knowledge



		<p>how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination</p>
--	--	---	--	---	--



# Skills Progression by Sport and Knowledge



## Athletics

<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination.</p> <p>Preparation for shot put and javelin</p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country.</p> <p>Can perform a running jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities. ~</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peer's performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Beginning to record peer's performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>



# Skills Progression by Sport and Knowledge



## Outdoor and Adventurous Activities

<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Develops listening skills.	Develops strong listening skills.	Develops strong listening skills.	Develops strong listening skills.
Creates simple body shapes.	Uses simple maps.	Uses and interprets simple maps.	Uses and interprets simple maps.
Listens to instructions from a partner/ adult.	Beginning to think activities through and problem solve.	Think activities through and problem solve using general knowledge.	Think activities through and problem solve using general knowledge.
Beginning to think activities through and problem solve.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems with support.	Choose and apply strategies to solve problems with support.
Discuss and work with others in a group.	Discuss and work with others in a group.	Discuss and work with others in a group.	Discuss and work with others in a group.
Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.	Demonstrates an understanding of how to stay safe.
Uses 4 compass points	Uses 4 compass points	Uses 8 compass points.	Uses 8 compass points.



# Skills Progression by Sport and Knowledge



## Character Education (Commando Joes)

<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Begin to negotiate with problem solving.</p> <p>Work in pairs/groups/teams</p>	<p>Master basic movements—throwing, catching, jumping, balance, co-ordination, teamwork within a variety of activities.</p> <p>Begin to show qualities of Team work</p>	<p>Demonstrate the ability to work in teams.</p> <p>Exhibit developing problem solving skills.</p> <p>Understand the reasoning behind the activity.</p>	<p>Begin to understand the importance of having rules.</p> <p>How to care for the environment.</p> <p>The importance of being a team member.</p> <p>Begin to use self-discipline and control.</p> <p>How to compete against others.</p> <p>How to care for yourself.</p>	<p>To understand the importance of having rules.</p> <p>How to care for the environment.</p> <p>The importance of teamwork and being a team member.</p> <p>To use self-discipline and control.</p> <p>How to compete against others.</p> <p>How to care for yourself.</p>	<p>To think carefully in order to solve a problem.</p> <p>Begin to show leadership qualities.</p> <p>The importance of trying different things.</p> <p>To understand rules and the reasons for them.</p> <p>To understand the effect of pollution on the body and environment.</p> <p>To know how to treat others with respect.</p> <p>The importance of self-discipline.</p>	<p>To think carefully in order to solve a problem.</p> <p>Show leadership qualities.</p> <p>The importance of trial and error.</p> <p>To understand rules and the reasons for them.</p> <p>To understand the effect of pollution on the body and environment.</p> <p>To know how to treat others with respect.</p> <p>The importance of self-discipline.</p> <p>Demonstrate resilience and determination.</p>



# Skills Progression by Sport and Knowledge



## Swimming

<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<ul style="list-style-type: none"><li>- Swim competently, confidently and proficiently over a distance of at least 5 metres.</li><li>- Begin to use a few strokes [for example, front crawl, backstroke and breaststroke].</li><li>- Perform safe self-rescue in different water-based situations.</li><li>- Demonstrate growing confidence in techniques in swimming.</li></ul>	<ul style="list-style-type: none"><li>- Swim competently, confidently and proficiently over a distance of at least 10 metres.</li><li>- Begin to use range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>- Perform safe self-rescue in different water-based situations.</li><li>- Demonstrate growing confidence in techniques in swimming.</li></ul>	<ul style="list-style-type: none"><li>- Swim competently, confidently and proficiently over a distance of at least 15 metres.</li><li>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>- Perform safe self-rescue in different water-based situations.</li><li>- Demonstrate growing confidence in techniques in swimming.</li></ul>	<ul style="list-style-type: none"><li>- Swim competently, confidently and proficiently over a distance of at least 25 metres.</li><li>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>- Perform safe self-rescue in different water-based situations.</li><li>- Demonstrate growing confidence in techniques in swimming.</li></ul>



# Skills Progression by Sport and Knowledge



## Knowledge

	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<b>Acquiring and developing Skills</b>	Can copy actions. Can repeat actions and skills. Can move with control and care.	Can copy and remember actions. Can repeat and explore actions with control and coordination.	Can select and use the most appropriate skills, actions or ideas. Can move and use actions with co-ordination and control.	Can select and use the most appropriate skills, actions or ideas. Can move and use actions with co-ordination and control. Can make up their own small-sided game.	Can link skills, techniques and ideas and apply them accurately and appropriately. Show good control in their movements.	Apply their skills, techniques and ideas consistently. Show precision, control and fluency.
<b>Evaluating and Improving</b>	<u>Y1</u> Can talk about what they have done. Can describe what other people did.	<u>Y2</u> Can talk about what is different between what they did and what someone else did. Can say how they could improve.	<u>Y3</u> Can explain how their work is similar and different from that of others. With help, they recognise how performances could be improved.	<u>Y4</u> Can explain how their work is similar and different from that of others. Can use their comparison to improve their work.	<u>Y5</u> Can compare and comment on skills, techniques and ideas that they and others have used. Can use their observations to improve their work.	<u>Y6</u> Can analyse and explain why they have used specific skills or techniques. Can modify use of skills or techniques to improve their work. Can create their own success criteria for evaluating.