



## Progression Journey: Dance

NC KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Copy, remember and adapt set choreography.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>



**Progression Journey: F.M.S** through fundamentals, fitness and athletics

NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Jump and hop with bent knees.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Throwing larger balls and beanbags into space.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Link hopping and jumping actions with some control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Explore skipping as a travelling action.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Perform jumps for height and distance using good technique.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Demonstrate balance when performing other fundamental skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their		Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	



		body with and without equipment.	Demonstrate balance when performing other fundamental skills.			Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
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**Progression Journey: Games** through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.		
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.		
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.			
Move around showing limited awareness of others.	Recognise space in relation to others.					



Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Move to space to help score goals or limit others scoring.  Use simple tactics.	Use space with some success in game situations.  Use simple tactics individually and within a team.	Create and use space with some success in game situations.  Use simple tactics to help their team score or gain possession.	Strike a ball using a wider range of skills. Apply these with some success under pressure.  Use a variety of techniques to change direction to lose an opponent.  Create and use space for self and others with some success.  Understand the need for tactics and can identify when to use them in different situations.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.  Confidently change direction to successfully outwit an opponent.  Effectively create and use space for self and others to outwit an opponent.  Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
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**Progression Journey: Body Management** through yoga and gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination. NC: KS2: develop flexibility, strength, technique, control and balance.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Use strength to improve the quality of an action and the range of actions available.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.



**Progression Journey: OAA** through team building and OAA

NC KS1: participate in team games, developing simple tactics. NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.	Understand the rules of the game and suggest ideas to solve simple tasks.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
Begin to identify personal success.						



## Progression Journey: Swimming

NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.

Beginners	Developers	Intermediate
Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Confidently combine skills to retrieve an object from greater depth.
Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.
Glide on front and back over short distances.	Combine gliding and floating on front and back over an increased distance.	Combine gliding and transitioning into an appropriate stroke with good control.
Float on front and back for short periods of time.	Float on front and back using different shapes with increased control.	Confidently link a variety of floating actions together demonstrating good technique and control.
Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation.





## Progression Journey: Social, Emotional, Thinking

	EYFS	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
<b>SOCIAL</b>	<ul style="list-style-type: none"> <li>-Take turns.</li> <li>-Learn to share equipment with others.</li> <li>-Share their ideas with others.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage others to keep trying.</li> <li>-Talk to a partner about their ideas and take turns to listen to each other.</li> <li>-Work with a partner and small group to play games and solve challenges.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage and motivate others to work to their personal best.</li> <li>-Work with others to achieve a shared goal.</li> <li>-Work with others to self-manage games.</li> </ul>	<ul style="list-style-type: none"> <li>-Share ideas with others and work together to decide on the best approach to a task.</li> <li>-Lead others and show consideration of including all within a group.</li> <li>-Communicate with others clearly and effectively.</li> </ul>
<b>EMOTIONAL</b>	<ul style="list-style-type: none"> <li>-Try again if they do not succeed.</li> <li>-Practise skills independently.</li> <li>-Confident to try new tasks and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>-Show determination to continue working over a longer period of time.</li> <li>-Determined to complete the challenges and tasks set.</li> <li>-Explore skills independently before asking for help.</li> <li>-Confident to share ideas, contribute to class discussion and perform in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>-Persevere when finding a challenge difficult.</li> <li>-Understand what their best looks like and they work hard to achieve it.</li> <li>-Begin to use rules showing awareness of fairness and honesty.</li> <li>-Show an awareness of how other people feel.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand what maximum effort looks and feels like and show determination to achieve it.</li> <li>-Use different strategies to persevere to achieve personal best.</li> <li>-Compete within the rules showing fair play and honesty when playing independently.</li> <li>-Confident to attempt tasks and challenges outside of their comfort zone.</li> </ul>
<b>THINKING</b>	<ul style="list-style-type: none"> <li>-Confident to try new tasks and challenges.</li> <li>-Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</li> <li>-Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</li> </ul>	<ul style="list-style-type: none"> <li>-Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</li> <li>-Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</li> <li>-Provide feedback beginning to use key words from the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</li> <li>-Select and apply from a wider range of skills and actions in response to a task.</li> <li>- Provide feedback using key terminology.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.</li> <li>-Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.</li> <li>-Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.</li> <li>- Select and apply appropriate</li> </ul>



				skills for the situation when under pressure.
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