

Progression of Skills: Foundation

In Reception, children can...

End of F1	December	March	June	ELG
<p>Move appropriately to music at different speeds e.g. running, crawling (tempo) beginning to recognise repetition.</p>	<p>Children can experiment with different shapes and jumps.</p> <p>Children will experiment with different ways of rolling in shapes (moon roll/rocket roll).</p> <p>Children can move long the floor in different ways like sliding, rolling, stretching etc.</p> <p>Children will show a start shape, roll and finishing shape (beginning of a sequence).</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p>Children can move in time to happy and sad music.</p> <p>Children will experiment with different ways of moving and with actions at different levels.</p> <p>Children can move around as different characters or animals to the music.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Children will march/run for co-ordination.</p> <p>Children will experiment with different ways of throwing under/overarm.</p> <p>Children will experiment with different ways of jumping- measuring with various objects.</p> <p>Children will work with friends in a team – taking turns effectively.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

		<p>Children will experiment with different ways of balancing.</p> <p>Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Children will experiment with different ways of moving (agility).</p> <p>Children will experiment with different ways of throwing a moving a ball with different body parts (co-ordination).</p> <p>Children will begin working with friends in a team – taking turns with adult support.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Children will develop overall body-strength, balance, co-ordination and agility.</p>	
--	--	--	---	--

Progression of Skills: Years 1 and 2

In Key Stage 1, children can...

<p><u>Year 1/2 Areas of Study:</u></p> <p>Dance</p> <ul style="list-style-type: none"> • Perform body actions with control and coordination. • Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. • Use different parts of the body singly and in combination. • Link actions; remember and repeat dance phrases. • Describe the mood, feelings and expressive qualities of dance. • Add change of direction to a sequence. • Respond imaginatively to stimuli. • Vary the way they use space. <p>Key vocabulary: Beginning, middle, end, body parts, levels, direction, pathways, travel, stillness, space, feelings, speed, rhythm,</p>	<p>Games</p> <ul style="list-style-type: none"> • Use basic underarm, rolling and hitting skills. • Sometimes use overarm skills, striking and kicking. • Apply these skills in a variety of simple games. • Choose different ways of hitting, throwing, striking or kicking the ball. • Show awareness of opponents and teammates when playing games. • Make choices about appropriate targets, space and equipment; use a variety of simple tactics. • Understand the importance of rules in games. • Work well with a partner and in a small group to improve their skills. <p>Key vocabulary: Avoiding Tracking a ball Rolling Striking Overarm throw Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring</p>

Gymnastics

- Perform the basic gymnastic actions with coordination, control and variety.
- Find and use space safely, with an awareness of others.
- Plan and repeat simple sequences of actions.
- Link movements together to create a sequence.
- Use words such as rolling, travelling, balancing, climbing, make their body tense, relaxed, stretched and curled.

Key vocabulary:

Hop, skip, step, spring, crawl, roll, jump, land, hang, grip, backwards, sideways, forwards, zig zag, Hop, spring, slowly, tall, long, elbows, copy, extension, balance, level, Stretch, slowly, tall, long, wide, narrow, elbows, back, roll, extension, smooth, control

Athletics

- Can change the speed and direction whilst running..
- Perform a range of throwing actions e.g. rolling, underarm, overarm with control.
- Can use equipment safely.
- Can jump from a standing position with accuracy.
- Explain what is successful or how to improve.

Key vocabulary:

Fast, slow, repeat, run, walking, jogging, accelerate, baton, relay, push, evaluate, improve, High, low, safely, step, jump, leap, hop, repeat, run, push, take off, landing, evaluate, improve, Throw, high, aim, safely, step, bounce, target, overarm, underarm, push, evaluate, improve

Progression of Skills: Years 3 and 4

In Lower Key Stage 2, children can...

Year 3/4 Areas of Study:

Dance

- Respond imaginatively to a range of stimuli related to character and narrative.
- Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.
- Demonstrate rhythm and spatial awareness.
- Describe, interpret and evaluate dance, using appropriate language.
- Use dynamic, rhythmic and expressive qualities clearly and with control.
- Show a clear understanding of how to warm up and cool down safely.

Key vocabulary:

Beginning, middle, end, body parts, levels, direction, pathways, speed, rhythm, space, repeat, gesture, repetition, travel, stillness, improvisation, character, myth, legend, costume, prop, pattern, feelings, character, dance phrase, action and reaction

Games

- Play games with some fluency and accuracy, using a range of throwing and catching techniques.
- Find ways of attacking successfully when using other skills.
- Be aware of space and use it to support team mates and cause problems for the opposition.
- Understand how strength, stamina and speed can be improved by playing invasion games.
- Use a small range of basic racket skills.
- Choose and use a range of simple tactics for defending their own court; adapt and refine rules.
- Perform actions, balances, body shapes and agilities with control.
- Compare and comment on skills to support creation of new games.

Key vocabulary:

Keep possession, keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding,

	<p>Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside, Pitch, Forehand, Backhand, Volley, Overhead, Singles, Doubles, Rally</p>
<p>Gymnastics</p> <ul style="list-style-type: none"> • Perform actions, balances, body shapes and agilities with control. • Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality. • Adapt their own movements to include a partner in a sequence. • Understand that strength and suppleness can be improved. • Watch, describe and suggest possible improvements to others' performances and their own. • Begin to develop good technique when travelling, balancing and using equipment. • Identify some muscle groups used in gymnastics <p>Key vocabulary: Push, pull, still, slowly, tall, long, narrow, wide, up, down, forwards, high, low, bottom, back, around, in front, speed, sequence, height, copy, explosive, flow, symmetrical, asymmetrical, combination, evaluate, improve, refine, adapt, combine, constructive, stretch, elbows, extension, balance, tension, curved, straight, twisted, smooth, refine, adapt, curled, stretched, suppleness, rotation, twist, safety</p>	<p>Gymnastics</p> <p>Rolls: Forward roll from standing, Straddle forward roll, Tucked backward roll, Backward roll to straddle</p> <p>Jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Straight jump half-turn, Straight jump, Full-turn Cat leap, Cat leap half-turn</p> <p>Shapes and Balances: 1, 2, 3 and 4- point balances, Balances on apparatus, Balances with and against a partner, Pike, tuck, star, straight, straddle shapes, Front and back support</p> <p>Travelling and Linking: Tiptoe, step, jump and hop, Hopscotch, Skipping, Chassis steps, Straight jump half turn, Straight jump full turn, Cat leap, Cat leap half turn Pivot</p>

Athletics

- Understand and demonstrate the difference between sprinting and running for sustained periods.
- Know and demonstrate a range of throwing techniques.
- Can perform a running jump with more than one component. E.g. hop skip jump (triple jump).
- Can use equipment safely and with good control.
- Compare and contrast performances using appropriate language.
- Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.

Key vocabulary:

Fast, slow, repeat, run, walking, jogging, accelerate, baton, relay, push, evaluate, improve, distance, sprint, steady, pace, record, joints, heart rate, stamina, speed, high, low, step, jump, leap, hop, repeat, run, push, take off, landing, evaluate, improve, height, joints, leading leg, measure, hurdles, landing, control, landing foot, stance, Throw, aim, safely, step, bounce, target, overarm, underarm, improve, sling, pull, accuracy, control, stance, diagonal, approach

OAA

- Identify where they are by using simple plans and diagrams and use these to follow a short trail.
- Respond to a challenge or problem they are set.
- Communicate clearly with other people in a team, and with other team.
- Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.
- Begin to use a map to complete an orienteering course.

Key vocabulary:

Boundary, checkpoint card, compass, control, course, linear, location, orienteer, orientate, scale, strategy, symbol

Progression of Skills: Years 5 and 6

In Upper Key Stage 2, children can...

Year 5/6 Areas of Study:

Dance

- Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
- Perform to an accompaniment expressively and sensitively.
- Combine flexibility, techniques and movements to create a fluent sequence.
- Show a change of pace and timing in their movements.
- Dance with fluency and control, linking all movements and ensuring that transitions flow.
- Modify some elements of a sequence as a result of self and peer evaluation.
- Use complex dance vocabulary to compare and improve work.

Key vocabulary:

Fluency, spatial awareness, composition, transitions, motif, rhythm, dynamics (speed), unison, cannon, mirror, improvisation, style, expression, control, levels, travel, sequence

Games

- Use different techniques for passing, controlling, dribbling and shooting the ball in games.
- Apply basic principles of team play to keep possession of the ball.
- Use marking, tackling and/or interception to improve their defence.
- Use good hand-eye coordination to be able to direct a ball when striking or hitting.
- Know what position they are playing in and how to contribute when attacking and defending.
- Use a wide range of shots in games, with a good degree of consistency and accuracy.
- Organise themselves well in a team; understand the need for different tactics.
- Identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement.
- Bat, bowl and field with control.

Key vocabulary:

	<p>Shield ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team-play, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, Overhead, singles, doubles, rally</p>
<p>Gymnastics</p> <ul style="list-style-type: none"> • Make up longer, more complex sequences, including changes of direction, level and speed. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances. • Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving. <p>Key vocabulary: Push, pull, still, slowly, tall, long, narrow, wide, up, down, forwards, high, low, bottom, back, around, in front, speed, sequence, height, copy, explosive, flow, symmetrical, asymmetrical, combination, evaluate, improve, refine, adapt, combine, constructive, combination, contrasting, control, assessments, co-operate, audience, elements, judgements, dynamics, hop, skip, step, spring, crawl, roll, jump, land, hang, grip, backwards, sideways, forwards, zig zag, leaving, approaching, towards, cool down, warm up, spin, turn, twist, canon, flight</p>	<p>Gymnastics: Rolls: Forward roll from standing, Straddle forward roll, Pike forward roll, Dive forward roll, Tucked backward roll, Backward roll to straddle, Backward roll to standing pike, Pike Jumps: Straight jump, Tuck jump, Jumping jack, Star jump, Straddle jump, Pike jump, Stag jump, Straight jump half-turn, Straight jump full-turn, Cat leap, Cat leap half-turn, Cat leap full-turn, Split leap, Stag leap Shapes and Balances: 1, 2, 3 and 4- point balances, Balances on apparatus, Full body weight partner balances, Pike, tuck, star, straight, straddle shapes, Front and back support Travelling and Linking: Tiptoe, step, jump and hop, Hopscotch, Skipping, Chassis steps, Straight jump half turn, Straight jump full turn, Cat leap, Cat leap half turn, Cat leap full turn, Pivot</p>

<p>Athletics</p> <ul style="list-style-type: none"> • Show good control, speed, strength and stamina when running, jumping and throwing. • Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. • Land safely and with control. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Adapt their skills and techniques to different challenges and equipment. • Identify activities that help develop stamina or power and suggest how some can be used when warming up. <p>Key vocabulary: Fast, slow, repeat, walking, jogging, accelerate, baton, relay, push, evaluate, improve, distance, sprint, steady, pace, joints, heart rate, stamina, speed, team, time, performance, low, jump, leap, hop, repeat, run, push, take off, evaluate, improve, height, record, joints, leading leg, measure, hurdles, landing, control, landing foot, stance, take off, performance, run up, throw, high, aim, safely, step, bounce, target, overarm, underarm, push, evaluate, improve, sling, pull, distance, accuracy, height, record, measure, control, stance, diagonal, approach, throwing, trajectory, release, position</p>	<p>OAA</p> <ul style="list-style-type: none"> • Work confidently in familiar and changing environments. • Adapt quickly to new situations. • Devise 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 others. • Prepare efficiently and safely. • Identify effective performances and solutions. • Take the lead in planning to improve weaknesses. <p>Key vocabulary: Boundary, checkpoint card, compass, control, course, linear, location, orienteer, orientate, scale, strategy, symbol.</p>
<p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Perform safe self-rescue in different water-based situations. <p>Key vocabulary: Front crawl, backstroke, swim, arms, goggles, float, rescue, safety, breaststroke, breath, glide, pull, push, kick, treading water, water.</p>	