



Invasion Games Progression of Skills



EYFS

Drop and catch with 2 hands

Move a ball with feet

Throw and roll a variety of beanbags and balls to space

Kick larger balls to space

Stop a beanbag or large ball using hands

Attempt to stop a large ball using feet

Run and stop when instructed

Move around showing limited awareness of others

Make simple decisions in response to a situation

Year 1

Drop and catch a ball after one bounce and move on

Move a ball using different parts of the foot

Throw and roll at a target with varied techniques

Kick towards a stationary target

Catch a beanbag and medium sized ball

Attempt to track equipment sent to them

Run, stop and change direction with some control

Recognise space around them

Begin to use tactics with guidance

Year 2

Dribble a ball with 2 hands on the move

Dribble a ball with some success and stop when required

Throw and roll towards a target with varied techniques with some success

Show balance when kicking towards a target

Catch an object with and without a bounce

Move to track a ball and stop it with feet

Run, stop and change direction with balance and control

Move to space to score and prevent goals

Use simple tactics

Year 3

Dribble a ball with 1 hand with some control in games

Dribble a ball with feet with some control in games

Use variety of throwing techniques in games

Kick towards a partner in games

Catch a ball passed using one or two hands with some success

Receive a ball using different parts of the foot

Change direction with increasing speed in games

Use space with success in games

Use tactics solo and in teams

Year 4

Link dribbling with other actions with some control

Change direction when dribbling with feet in games

Use variety of throws with increased success in games

Kick with increased success in games

Catch a ball using one or two hands with increased success

Receive a ball using different parts of the foot under pressure

Change direction to lose and opponent

Create and use space in a game

Use tactics to help team

Year 5

Use dribbling to change direction of play under pressure

Dribble with feet under increased pressure

Use a variety of throws under pressure

Use a variety of kicking techniques under pressure

Catch and intercept using one and two hands in games

Receive a ball using different parts of the foot under pressure with control

Use variety of ways to lose an opponent

Create and use space for self and others

Understand why we use tactics

Year 6

Use dribbling to change direction of play with control

Use a variety of dribbling techniques to keep possession

Use variety of throws including fakes to outwit opponents

Select and apply appropriate kicks with control

Catch and intercept with increasing success in games

Receive a ball with consideration of next move

Confidently change direction to outwit

Effectively create and use space to outwit

Work collaboratively to create tactic in a team and evaluate.



Gymnastics Progression of Skills

EYFS

Create shapes showing basic level of stillness using different parts of the body

Begin to take weight on different parts of the body

Show shapes and actions that stretch their bodies

Copy and link actions together

Experiment with movement on and off equipment

Year 1

Perform balances making their body tense, stretched and curled

Take body weight on hands for a short period of time

Demonstrate poses and movements that challenge flexibility

Remember, repeat and link simple actions together

Begin to build confidence on equipment

Year 2

Perform balances on different body parts with some control and balance

Take weight on different body parts with and without apparatus

Show increased awareness of extension and flexibility in actions

Copy, remember, repeat and plan linking simple actions with some control and technique

Show some confidence on pieces of equipment

Year 3

Complete balances with increased stability, control and technique

Demonstrate some strength and control when taking weight on different body parts for longer periods of time

Demonstrate increased flexibility and extension in their actions

Choose actions that flow well into one another both on and off apparatus

Show increased confidence on varied apparatus

Year 4

Use body tension to perform both individually and with a partner

Demonstrate increasing strength, control and technique when taking own and others weight

Demonstrate increased flexibility and extension in more challenging actions

Plan and perform sequences showing control and technique with and without a partner

Show increased confidence on all apparatus

Year 5

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

Use flexibility to improve the quality of the actions they perform as well as the actions they chose to link them

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner

To begin to experiment with more complex inversions on and off equipment

Year 6

Combine and perform more complex balances with control, technique and fluency

Demonstrate more complex actions with a good level of strength and technique

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills

To build confidence with more complex inversions on and off equipment



OAA and Team Building Progression of Skills

EYFS

Follow simple instructions

Share ideas with others

Explore activities making decisions in response to a task

Make decisions about where to move in space

Follow a path

Begin to identify personal success

Year 1

Follow instructions

Begin to work with a partner and a small group

Understand the rules of a games and suggest ideas to solve a simple task

Copy a simple diagram or map

Identify own and others success

Year 2

Follow instructions accurately

Work co-operatively with a partner and a small group, listening to and accepting others ideas

Plan and attempt to apply strategies to solve problems

Follow and create a diagram or map

Understand when a challenge is solved successfully and begin to suggest simple ways to improve

Year 3

Follow instructions from a peer and give simple instructions

Work collaboratively with a partner and a small group, listening to and accepting others ideas

Plan and attempt to apply strategies to solve problems

Orientate and follow a diagram or map

Reflect on when and why challenges are solved successfully and use others success to help improves

Year 4

Accurately follow instructions given by a peer and give clear and useable instructions to a peer

Confidently communicate ideas and listen to others before deciding the best approach

Plan and apply strategies to solve a problem

Identify key symbols on a map and use a key to help navigate around a grid

Watch, describe and evaluate the effectiveness of their team strategy, giving them ideas on how to improve

Year 5

Use clear communication when working in a group and taking on different roles

Begin to lead others, providing clear instructions

Plan and apply strategies with others to more complex challenges

Orientate a map confidently using it to navigate around a course

Explain why a particular strategy worked and alter methods to improve

Year 6

Communicate with others clearly and effectively when under pressure

Confident to lead others and show consideration of including all within a group

Use critical thinking skills to form ideas and strategies selecting and applying the best method to navigate around a course

Confidently and efficiently orientate a map, identifying key features to navigate around a course

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements



Striking and Fielding Progression of Skills

EYFS

Able to use different ways of sending a ball to a target

To begin to more and change direction in different ways

To think about where a ball is going to receive it

Year 1

Move, change speed and direction avoiding collisions.

Show control and accuracy for rolling, underarm throwing, striking and kicking a ball

Move inline with ball to receive it.

To begin to catch a ball with one and two hands with some success

Year 2

Move fluently, change speed and direction avoiding collisions whilst looking for space.

Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control

Move inline with ball to receive it and use correct technique to collect

To begin to catch a ball with one and two hands with increased success

Year 3

Able to show body position and movement of fielder

Able to show a variety of throwing techniques with increasing accuracy

Can show varied techniques of striking a stationary ball and can sometimes hit bowled ball

Able to intercept and stop the ball with consistency and able to catch the ball more often

Year 4

Able to show body position of a fielder and hold a position in a game

Able to show a variety of throwing techniques and be able to throw for distance

Can show varied techniques of striking a stationary ball and can often hit bowled ball

Can use different ways of bowling

Year 5

Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.

Use different ways and vary how they bowl

Bat effectively, using different types of shot from both sides of body

Throw overarm with accuracy and for a good distance

Year 6

Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy

Show awareness of which skills relate to different parts of a game, or to different roles in a game

Use skills effectively in different types of game

Able to use tactics to effect opponent play in a game



Net and Wall Progression of Skills

EYFS

Able to use different ways of sending a ball to a target

To begin to move and change direction in different ways

To think about where a ball is going to receive it

Able to use variety of equipment to show varied success when striking a stationary ball

Year 1

Move, change speed and direction avoiding collisions.

Move inline with ball to receive it.

To begin to strike a ball towards an area or target with some success

Able to use hands to strike a ball towards an area or target with increased success

Year 2

Move fluently, change speed and direction avoiding collisions whilst looking for space.

Move inline with ball to receive it and use correct technique to collect and occasionally strike

To begin to strike a ball towards an area or target with varied success

Able to use hand to play a co-operative game of tennis

Year 3

Throw accurately at target and into space

Perform basic skills needed for games with control and consistency

Vary speed and direction of the ball

Play games using a racket, getting their body into positions, hitting a ball fed to them and keeping a rally going using a small range of shots

Year 4

Can keep up continuous co-operative game (rally)

Keep games going using a range of different ways of throwing / striking

Direct the ball reasonably well towards their opponent's court or target area

Year 5

Use forehand, back hand and overhead shots increasingly well in games they play

Hit the ball with purpose, varying speed, height and direction

Show good backswing, follow through and feet positioning

Year 6

Hit the ball with purpose, varying speed, height and direction

Play the correct shots when the opportunity arises in a game

Use skills with confidence, control and accuracy

Defend effectively, slowing games down and making it hard to find space



Dance Progression of Skills

EYFS

Copy basic body actions and rhythms
Choose and use travelling actions, shapes and balances
Travel in different pathways using the space around them
Begin to use dynamics and expression with guidance
Begin to count to music

Year 1

Copy, remember and repeat actions
Choose actions for an idea
Use changes of direction, speed, directions, speed and timing with guidance
Use mirroring and unison when completing actions with a partner
Show character through actions, dynamics and expression
Use counts with help to stay in time with the music

Year 2

Copy, remember and repeat a series of actions
Select from a wider range of actions in relation to a stimulus
Use pathways, levels, shapes, directions, speeds and timing with guidance
Use mirroring and unison when completing actions with a partner or group
Show character through actions, dynamics and expression
Use counts with help to stay in time with music

Year 3

Copy remember and perform a dance phase
Create a short dance that communicates an idea
Use canon, unison and formation to represent an idea
Match dynamics and expressive quantities to a range of ideas
Use counts to keep in time with a partner and group

Year 4

Copy, remember and perform a set choreography with more complex counts
Use action and reaction to represent an idea
Change dynamics to express changes in character or narrative
Use changing counts in a routine
Begin to use lifts and inversions in routines

Year 5

Accurately copy and repeat set choreography in different styles and show good timing
Confidently perform using appropriate dynamics to represent and idea
Use counts accurately when working with choreography and support others
Use lifts and inversions with greater success in set choreography

Year 6

Perform dances confidently and fluently with fluency, accuracy and good timing
Improvise and combine dynamics demonstrating an awareness of the impact of performance
Use counts to express emotion and unison during set choreography
Use lift and inversions with confidence and accuracy