

## Progression of skills– Games

### Early Learning Goals

Gross Motor Skills ELG - Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### National Curriculum KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They should participate in team games, developing simple tactics for attacking and defending.

### National Curriculum KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. They should compare their performances with previous ones and demonstrate improvement to achieve their personal best

### EYFS-

- Multi skills schemes and Balanceability focusing on developing spatial awareness, balance, agility, body coordination and hand eye co ordination

#### Key objectives:

- Begin to move forwards, backwards and sideways with co-ordination
- Move with an awareness of space
- Recognise what a space is and what a space isn't
- Develop understanding of personal space
- Move in a variety of ways e.g. skip, gallop, side skip, monkey walk, caterpillar etc
- Roll a ball to a target
- Throw underarm to a target
- Begin to throw and catch with control
- Kick to a target
- Dribble a ball with hand and foot - bilateral
- Chase and stop a ball
- Use a bat and ball with improving control
- Keep a balloon up in the air
- Balance on one leg
- To balance equipment on body and move
- To begin to use body coordination to run through a ladder

#### Balanceability

- Develop confidence, balance and co-ordination when using a balance bike
- Develop balancing skills using a range of body parts

## Year 1 and 2

- Multi skills schemes of work to continue to develop balance, agility, body co-ordination and hand eye coordination

### Key objectives:

#### Year 1:

- Run forward and in different pathways with control
- Run a curve
- Move in a variety of ways with control and co-ordination
- Throw an object underarm to hit a target
- Kick an object with the side of the foot to hit a target
- Run and Jump forwards through a ladder
- Hold and control a balance on a variety of points and patches
- Has an awareness of space when moving
- Throw and catch to themselves
- Send a ball underarm to a partner. (through air and rolling )
- Roll a hoop
- Dribble a ball with control
- Continuously bounce a ball with control whilst stationary
- Move to intercept an object.
- Strike a moving object
- Begin to use both hands and feet with control
- Begin to move forwards, backwards and sideways with fluency
- Stop with control – 1 2 stop and jump stop
- Compete against self

#### Year 2 :

- Can move forwards, backwards and sideways with control
- Can link forward, sideways and backward movements with fluency
- Can run a S and W shape with fluency
- Can change pace when running
- Can perform a sideways speed bounce
- Strike a ball from a static position
- Throw and catch a tennis ball to themselves
- Travel whilst dribbling a ball with hand, foot and equipment
- Hold a balance on one body part
- Perform an over arm throw
- Bounce a ball with control whilst travelling
- Chest pass and bounce pass a ball
- Can dodge to evade an opponent
- Can apply skills in small sided games
- Compete against self

Further Games units:

Racket and ball skills (Net/Wall) –

- Hold the racket with the correct grip
- Begin to control an object with a racket
- Begin to hit away with control
- Begin to continuously hit up and down
- Hit away to a partner with control
- Hit to a partner, moving feet and using both hands
- Begin to use simple tactics to win a game
- Send to a partner underarm
- Begin to continuously hit to a partner with hand
- Self serve and hit over a net
- Begin to return a sent ball
- Begin to complete a co-operative rally

Rounders : (Striking and Fielding)

- Follow the rules to play the game
- Explain the skills needed to play the game
- Begin to throw and catch with more consistency
- Begin to over arm throw with increased technique and accuracy
- Throw and catch with consistency and accuracy
- Find different ways to stop a ball
- Explain how to stop a ball effectively
- Stop the ball with consistency and demonstrating good technique
- Begin to use fielding skills when playing
- Hit the ball off the tee
- Recognise where to hit the ball
- Recognise when to stop and keep running

Scoreball (Invasion):

- To develop agility and forward, backwards and sideways movement.
- To be able to pass a ball to someone else.
- To use simple tactics to keep the ball.
- To be able to chest pass accurately.
- Begin to use clear communication
- To move to receive a ball.
- To move to intercept a ball.
- To follow rules of a game.
- Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1

## Year 3 and 4

- Continue to develop balance, agility, body and hand eye coordination through a variety of games
- Apply multi skills/core skills from KS1 within a variety of games

### Invasion games:

#### Physical Skills:

- Send an object with control
- Receive an object by catching or controlling
- Dribble an object with increasing control
- Mark an opponent to stop them getting/ sending the ball
- Dodge and evade an opponent
- Move with increasing agility
- Stop in two steps or less
- Move into a space to receive the ball
- Send/ strike to score
- Intercept a ball
- Use tackling skills
- Take part in intra and inter school competitions

#### Cognitive skills

- Describe and explain what an invasion game is
- Make good decisions how to send the ball
- Make good decisions where to send the ball
- Explain why we need to make quick decisions
- Begin to Deceive my opponent
- Use verbal and non verbal communication to let a team member know I am available/ I am sending
- Explain how to help a team member who has the ball
- Describe how to make progress towards where the team are scoring
- Decide when it is a good time to shoot
- Describe how to get possession back
- Anticipate where the ball is going
- Describe how to stop an opponent from scoring
- Explain how and why we mark an opponent
- Begin to explain and display the school games values
- Begin to evaluate what was good and what could be improved

### Striking and Fielding:

#### Physical skills:

- Stop a ball coming towards me or going away from me
- Throw under arm to a target
- Throw over arm to a target
- Catch a sent ball
- Bowl to a target with an under arm bowl
- Strike a stationary object
- Begin to strike a moving object
- Strike a stationary object to a target

- Begin to strike a moving object to a target
- Run with increasing speed

#### Cognitive skills:

- Explain how to stop a batter scoring runs
- Explain how to get the batter out
- Explain how to bowl to make it hard for the batter
- Make good decisions how to send the ball
- Begin to make good decisions where to send the ball
- Explain how to not get out when batting
- Explain how to score more points
- Make good decisions about when to run and when not to run
- Set myself targets
- Follow rules to the game
- Say what is good and what could be improved in my own and others' skills/team performances

#### Net wall activities:

##### Physical skills:

- Begin to show control when performing skills with a racket
- Perform an underarm throw and catch
- Strike a ball using a self serve
- Strike a sent ball
- Strike a ball using a self serve to a target/space
- Strike a sent ball to a target/space
- Perform a co-operative rally
- Show the tennis ready position
- Begin to use backhand and forehand when playing games along the floor

##### Cognitive skills

- Describe where the spaces are
- Explain why we send into a space
- Explain how we can confuse an opponent by changing the pattern of where the ball is sent
- Explain why we return to the middle of the space after sending
- Begin to anticipate where the ball is going
- Explain how and why we stand in a ready position
- Make a good decision where to send the ball
- Follow rules to the game
- Say what is good and what could be improved in my own and others' skills/team performances

##### Other:

- Take part in intra and inter school competition
- Name and begin to apply the school game values

## Year 5 and 6

### Invasion Games:

#### Physical skills:

- Send an object slightly in front of a moving receiver
- Receive an object by catching or controlling
- Dribble an object with control and begin to shield
- Change speed and direction to get away from a defender
- Mark an opponent to stop them getting the ball
- Dodge an opponent in different ways to move into space to receive
- Move with increasing agility
- Stop in two steps and pivot on the correct foot
- Make a diagonal run when being marked
- Send/strike to score
- Intercept a ball
- Use tackling skills

#### Cognitive skills:

- Select the best pass to get to a team member
- Make good decisions where to send the ball
- Explain when to dribble and when to pass
- Explain why we need to make quick decisions
- Deceive my opponent with movement and faking
- Use communication effectively
- Explain why width and depth helps the person with the ball
- Describe how to make progress to score
- Decide the best time to shoot
- Describe how to get possession back
- Anticipate where the ball is going
- Explain how and why we mark an opponent
- Self-officiate a game
- Set myself targets
- Evaluate mine and other's performances
- Recognise transfer of skills and knowledge from other invasion games

### Striking and Fielding Games:

#### Physical skills:

- Perform, link and apply skills with control and fluency in game situations
- Stop a ball coming towards me or going away from me
- Throw under arm to a target with accuracy
- Throw over arm to a target with accuracy
- Catch a sent ball and different heights and using different hand positions
- Bowl to a target with an under arm bowl making it hard for the batter
- Begin to bowl overarm
- Strike a moving object
- Strike a moving object to a target
- Run with increasing speed

#### Cognitive skills:

- Explain how to stop a batter scoring runs and apply in games

- Explain how to get the batter out and apply in games
- Explain how to bowl to make it hard for the batter
- Make good decisions how to send the ball
- Make good decisions where to send the ball
- Explain how to not get out when batting and apply in games
- Explain how to score more points and apply in games
- Make good decisions about when to run and when not to run
- Recognise transfer of skills and knowledge from other striking and fielding games
- Set myself targets
- Follow rules to the game
- Self Umpire and referee games
- Say what is good and what could be improved in my own and others' skills/team performances

#### Net/Wall Games:

##### Physical Skills

- Show increasing control when performing skills with a racket
- Strike a sent ball with improving control and accuracy
- Strike a sent ball to a target/space
- Perform a co-operative rally
- Show the tennis ready position
- Begin to use forehand and backhand when hitting a sent ball
- Begin to use forehand and backhand to send to a target
- Begin to volley a ball
- Move to strike a ball
- Use forehand and backhand to score points against an opponent
- Move with increasing agility and control

##### Cognitive skills:

- Describe where the spaces are
- Explain why we send into a space
- Explain how we can confuse an opponent by changing the pattern of where the ball is sent
- Explain why we return to the middle of the space after sending
- Begin to anticipate where the ball is going
- Explain how we can create the time to return to the middle of the space
- Explain how and why we stand in a ready position
- Make a good decision where to send the ball
- Set myself targets
- Follow rules to the game
- Say what is good and what could be improved in my own and others' skills/team performances
- Self officiate

##### Other:

- Take part in new experiences and transfer skills and knowledge from similar games – Quick sticks, ultimate Frisbee, dodgeball
- Take part in intra and inter school competition
- Explain and apply the school game values

## Progression of skills – Dance

### Early Learning Goals

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### KS1 National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should perform dances using simple movement patterns.

### KS2 National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They should perform dances using a range of movement patterns and compare their performances with previous ones and demonstrate improvement to achieve their personal best

### EYFS:

- Begin to move with control and co-ordination
- Move at different speeds, levels and directions
- Create, practice and perform simple phrases
- Move freely and with pleasure and confidence in a range of ways.
- Experiments with different ways of moving.

### Year 1 and 2

- tell a story through dance (narrative dance)
- copy and explore movement
- remember and perform simple dances
- perform with improving control and co-ordination
- link actions to sounds and music
- perform in time
- begin to use gesture and expression
- begin to explore simple dynamics
- begin to vary dynamics, level and speed
- demonstrate stillness
- Respond to different music showing a range of emotions and stimulus.

### Year 3 and 4

- Learn and perform longer dances showing a range of movement patterns
- Compose short dances on their own and with a partner
- learn motifs and adapt motifs on their own and with a partner
- perform in time
- continue to develop gesture, expression and dynamics
- demonstrate good posture, control, co-ordination when moving
- work with a partner to use canon, unison and mirroring in choreography
- use repetition and reversal in choreography



## Year 5 and 6

- use precision, control and fluency when performing
- learn and perform more complex dances
- perform with clear expression, gesture, dynamics and timing
- create phrases/motifs with a partner/group
- explore formation changes e.g. apart/together
- use different levels, expression, dynamics and direction
- Create own dances with partner/group
- Continue to use canon, unison, mirroring with partner or group

## Progression of skills – Gymnastics

### Early Learning Goals

Gross Motor Skills ELG - Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### National Curriculum KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

### National Curriculum KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### EYFS-

- Perform basic shapes – straight, star, pike, straddle, one foot stand and tuck
- Move freely and with pleasure and confidence in a range of ways
- Experiment with different ways of moving
- Stand on one foot to hold a balance
- Explore and perform high and low level travels
- Link 2 travel together to create a short sequence
- Begin to link shapes with travels
- Create a sequence using a bench
- Explore high and low travels on, around, under and through large apparatus
- Jumps off an object and lands appropriately
- Learn how to move mats and benches using simple apparatus cards

### Year 1 and 2

- Review and refine basic shapes and learn to perform tucked dish, front support and back support
- Recognise how to improve the shapes and make them look good
- Describe what to do with their body to how to hold a balance
- Review high and low level travels
- Refine high and low level travels and state how to make them look good
- Perform travels in different pathways
- Perform travels in different directions
- Link high level travels, low level travels, high to low and low to high
- Link shapes and travels
- Begin to perform basic rolls – egg, log, side, forward, teddy
- Perform a straight and broad jump and land with control
- Create a sequence of 5/6 movements including travels and shapes
- Perform travels in different directions and pathways under, through and over apparatus
- Perform shapes on apparatus
- Create a sequence of 5/6 movements using the large apparatus
- Say what is good about own and others work
- Begin to use the language of gymnastics (travel, level, direction, speed, shaps and travel names)
- Learn to move all apparatus using apparatus cards with support

### Year 3 and 4

- Review shapes from prior learning and continue to refine. Perform side support, arabesque and dish and arch
- Review rolls from key stage 1 and perform dish arch roll and back roll (if ready)
- Refine and improve rolls
- Link rolls together
- Link rolls with shapes and other travelling movements
- Work with a partner to create a rolling sequence of up to 8 movements
- Explore partner work – level change, direction change, apart and together, cannon and unison
- Explore rolling over, under, through, along and off apparatus
- Create a rolling sequence with a partner using the apparatus
- Explore partner shapes – contact and no contact, level change, counter balance, symmetry
- Link partner shapes together
- Create a sequence of partner shapes
- Perform partner shapes while utilising the apparatus
- Create a sequence of partner shapes on the apparatus
- Create sequences with a change of level, speed and direction
- Perform a range of jumps from the apparatus, landing with control
- State what is good and what could be improved about own and others performances
- Use ICT to evaluate and improve own performance and set targets for improvement
- Recognise the need to refine and rehearse sequences before performing
- Use the language of gymnastics (posture, extension, tension, sequence etc)
- Move all apparatus using apparatus cards with independence

### Year 5 and 6

- Utilise all previous shapes and travels
- Review partner work through creating shapes (obstacle) and partner negotiating the obstacle
- Create obstacle and negotiation sequence on floor and apparatus
- Show contrast in negotiation and obstacle
- Create sequences showing change of level, direction and speed
- Continue to explore partner and group work choreography e.g. cannon and unison, formation changes
- Perform trio balances
- Work in a small group to create obstacle and negotiation e.g. 1 obstacle and 3 negotiate, or 3 create a trio balance for 1 to negotiate
- Work in a group using apparatus involving obstacle and negotiation
- Make up a sequence individually, and with a partner/group and adapt it to different apparatus layouts.
- Evaluate own, partner and others performance using the language of gymnastics
- Use ICT to evaluate and improve own performance and set targets for improvement
- Recognise the need to refine and rehearse sequences before performing
- Move all apparatus using apparatus cards with independence

## Progression of skills– Athletics

### Early Learning Goals

Gross Motor Skills ELG - Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### National Curriculum KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

### National Curriculum KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. They should develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### EYFS-

- Multi skills schemes and Balanceability focusing on developing spatial awareness, balance, agility, body coordination and hand eye co ordination

#### Key objectives:

- Run and stop
- Begin to move forwards, backwards and sideways with co-ordination
- Move in a variety of ways e.g. jump, hop, skip, gallop, side skip, monkey walk, caterpillar etc
- Throw underarm to a target
- Balance on one leg
- To begin to use body coordination to run through a ladder

#### Balanceability

- Develop confidence, balance and co-ordination when using a balance bike
- Develop balancing skills using a range of body parts

### Year 1 and 2

- Multi skills schemes of work to continue to develop balance, agility, body co-ordination and hand eye coordination

#### Key objectives:

##### Year 1:

- Run forward and in different pathways with control
- Run a curve
- Move in a variety of ways with control and co-ordination
- Throw an object underarm
- Run and Jump forwards through a ladder
- Hold and control a balance on a variety of points and patches
- Begin to use both hands and feet with control
- Begin to move forwards, backwards and sideways with fluency
- Stop with control – 1 2 stop and jump stop
- Compete against self

Year 2 :

- Can move forwards, backwards and sideways with control
- Can link forward, sideways and backward movements with fluency
- Can run a S and W shape with fluency
- Can change pace when running
- Can perform a sideways speed bounce
- Hold a balance on one body part
- Perform an over arm throw
- Chest pass and bounce pass a ball
- Compete against self

Year 3 and 4

- Continue to develop balance, agility, body and hand eye coordination and apply multi skills/core skills from KS1.

Physical skills:

- Run at fast, medium and slow speeds, changing speed and direction
- Link running and jumping activities with some fluency, control and consistency
- Make up and repeat a short sequence of linked jumps
- Take part in a relay activity, remembering when to run and what to do
- Throw a variety of objects, changing their action for accuracy and distance
- Run over a long distance
- Sprint over a short distance
- Throw in different ways
- Jump in different ways

Cognitive skills:

- Make decisions for the pace to run at
- Explain how to make improvement to pace based on previous performance
- Make decisions for how to throw
- Make decisions for how to jump
- Explain and apply technique for running, throwing and jumping

Year 5 and 6:

Physical skills:

- Demonstrate control when taking off and landing in a jump
- Throw with accuracy
- Combine running and jumping
- Follow specific rules
- Sprint over a short distance up to 60m
- Compete with others
- Combine sprinting with hurdles over 60m
- Run over a long distance, conserving energy in order to sustain performance
- Use a range of throwing techniques (push, pull)
- Throw with accuracy to hit a target or cover a distance
- Jump in a number of ways, using a run up where appropriate
- Aim to improve personal best

## Cognitive skills

- Make decisions for the pace to run at
- Explain how to make improvement to pace based on previous performance
- Describe and explain running technique to when sprinting
- Make decisions for how to throw to achieve the furthest distance
- Make decisions for how to jump to achieve the furthest or highest
- Explain and apply technique for running, throwing and jumping
- When experimenting and exploring, explain why some techniques work and others don't

Social Skills

Key Stage 1

- Take turns
- Praise others' achievements
- Work well with others
- Play games fairly
- Show honesty
- Listen to others' ideas
- Begin to solve problems and negotiate
- Begin to show patience when working with others
- Show willingness to try new things

Lower Key Stage 2

- Take turns
- Support others/give advice
- Praise others'
- Work well with others
- Play games fairly
- Listen to others
- Encourage others
- Show patience
- Be an effective team player
- Lead others
- Solve problems
- Act as a role model
- Show willingness to try new things

Upper Key Stage 2

- Support others and give advice
- Praise and motivate others'
- Work well with a partner
- Work well with a group
- Organise myself and others
- Play games fairly
- Listen to others and take on advice given
- Encourage others
- Show patience
- Be an effective team player and describe how to do this
- Lead others
- Lead an effective warm up
- Solve problems
- Act as a role model
- Show willingness to try new things
- Begin to analyse a performance

## Health and Mindset Skills

### Key Stage 1

- Explain why we warm up
- Say positive things about myself
- Explain why physical activity is good for us
- Show determination
- Show perseverance
- Show self belief
- Ask for help if needed
- Attend after school sports clubs

### Lower Key Stage 2

- Explain how and why we warm up
- Explain how and why we cool down
- Recognise why we need to hydrate
- Say positive things about myself
- Explain why physical activity is good for us
- Show determination
- Show perseverance
- Show stamina
- Cope with failure/Except outcome and result
- Attend school clubs

### Upper Key Stage 2

- Explain how and why we warm up and cool down
- Recognise why we need to hydrate
- Begin to describe the flow of oxygen around the body
- Describe and explain body changes during exercise
- Explain what moderate to vigorous activity is
- Say positive things about myself
- Explain why physical activity is good for us
- Recognise the long term effect of exercise
- Know the physical activity guidelines
- Show determination and describe why this is important
- Show perseverance and describe why this is important
- Demonstrate stamina and describe why this is important
- Cope with failure/accept outcome and result
- Attend school clubs
- Attend out of school clubs
- Describe where I can take part in physical activity