



## PROGRESSION OF SKILLS OVERVIEW

Topic	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games (Invasion/S &amp;F Net &amp; Wall)</b>	<p>To Develop awareness of space and the safety of other pupils.</p> <p>To introduce running and chasing games.</p> <p>To give experience of using a variety of games and Equipment.</p> <p>To introduce and explore the skills of sending, receiving, and travelling with the ball.</p>	<p>To be confident and safe in space when playing games.</p> <p>To explore and use a range of skills individually and in teams</p> <p>To choose and use skills effectively for specific games.</p> <p>To be able to use a variety of equipment with increased confidence and skill.</p> <p>To be able to play games co-operatively and competitively.</p>	<p>To learn to improve the way they coordinate and control their bodies and equipment.</p> <p>Remember, repeat, and link combinations of skills.</p> <p>To choose, use and vary simple tactics.</p> <p>To be able to follow rules in games and apply simply tactics.</p>	<p>To consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>To improve their ability to choose and use simple tactics and strategies.</p> <p>To play small-sided games.</p> <p>To develop awareness of the importance of rules in a game.</p> <p>To develop sporting behaviour.</p>	<p>To play small-sided games and develop the range and consistency of skills.</p> <p>To practise and improve attack and defence in a variety of games.</p> <p>To improve skills of sending, receiving, striking, and travelling with equipment.</p> <p>To develop an understanding of possession in games.</p> <p>To develop awareness of the importance of rules in a variety of games.</p>	<p>To play a range of small-sided games with confidence and competency.</p> <p>To develop an understanding of how to invade the opponents in games and the principles of attack and defend.</p> <p>To develop a broader range of techniques and skills when play games.</p> <p>To use and adapt rules, strategies and tactics, using their knowledge of basic principles.</p>	<p>To choose, combine and perform skills more fluently and effectively in games.</p> <p>To play small sided competitive games.</p> <p>To understand strategies and tactics and be able to transition from attack to defence.</p> <p>To refine the range and consistency of the skills.</p>
<b>Gymnastics</b>	<p>To Introduce travelling actions on the floor and on simple apparatus.</p> <p>Move in a range of gymnastics ways.</p>	<p>To develop awareness of space and of others travelling.</p> <p>To develop body management skills in travelling,</p>	<p>To remember, repeat and link combinations of gymnastics actions, body shapes and balances with control and precision.</p>	<p>To develop the actions of stretching and curling and link these with speed changes.</p> <p>To consolidate and improve the</p>	<p>To develop balance, rolling, twisting skills and ability to join different actions together.</p> <p>To perform skills and actions more</p>	<p>To introduce Symmetrical and asymmetrical movements.</p> <p>To combine and perform gymnastics actions at different levels, in different</p>	<p>To select, combine and perform skills, actions and balances, including some that are inverted.</p> <p>To understand, select and apply a</p>



	To explore the idea different body parts can support the body. Sit up, stand up and balance on various body parts. To develop the ability to stretch and curl and hold a shape or fixed position.	balancing, jumping and landing. To link gymnastic actions together on the floor and low apparatus.	To choose, use and vary simple compositional ideas in the sequence they create and perform.	skills of travelling, jumping and balancing. To link gymnastics action into short sequences.	accurately and consistently. To develop children's ability to respond imaginatively to movement. To use compositional devices when creating their sequence.	directions, and at different speeds effectively and with fluency. To develop their own gymnastics sequences by understanding, choosing and applying a range of compositional principles.	range of compositional principles to develop their own sequences.
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<b>Dance</b>	To introduce travel using a range of activities such as slithering rolling crawling walking running jumping skipping. Move freely with pleasure and confidence. Respond to rhythm music and story by means of gesture and movement. Use movement to express feelings.	To explore movement ideas and respond imaginatively to a range of stimuli. To move confidently and safely in their own space, using changes of speed, level and direction. To compose and link movement phrases to make simple dances with clear beginnings, middles and ends. To perform	To explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance. To compose and perform dance phrases and short dances that express and communicate moods, ideas, feelings, choosing and varying compositional ideas.	To improvise freely on their own and with a partner, translating ideas from a stimulus into movement. To create and link dance phrases using dance structure or motif. To perform dances with awareness of rhythmic, dynamic and expressive	To explore and create characters and narratives in response to a range of stimuli. To use simple choreographic principles to create motifs and narrative. To perform more complex dance phrases and dances that communicate character and narrative.	To explore and improvise ideas for dances in different styles, working on their own, with partner and in a group. To compose dances by using, adapting, and developing steps, formations and patterning from different dance styles. To perform dances expressively, using a range of performance skills.	To explore, improvise and combine movement ideas fluently and efficiently. To create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances.



		movement phrases using a range of body actions and body parts.		qualities, on their own with a partner and in small groups.			
<b>Athletics</b>		To introduce running and Jumping skills. To give experience of using a variety equipment. To introduce and explore the skills of throwing.	Develop accuracy in sending through aiming skills. Develop running and jumping skills. To remember, repeat and link combinations of actions. To choose skills and equipment to help them meet the challenges.	To develop skills of running, jumping and throwing and show confidence. To be able to refine basic technique by emphasis on accuracy, time, measurement, length, distance.	To develop and refine the skills needed for running, jumping and throwing events in athletics. To consolidate and improve the quality, range and consistency of the techniques they use for particular activities. To develop their ability to choose and use simple tactics and strategies in different situations.	To develop the consistency of their actions in several events. To increase the knowledge of different techniques they use. To choose appropriate techniques for the specific events.	To develop the consistency of their actions in several events to include competition. To perform with control and consistency in a variety of events. Compete respectfully and fairly following rules and display excellent sporting attitudes.
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<b>OAA</b>				To develop recognition of map signs.	To develop the range and consistency of their skills and work	To develop and refine orienteering and problem solving skills when working	To show understanding of orienteering to work



				<p>To establish the skills of setting and orientating the map</p> <p>To develop the skills of route finding.</p> <p>To solve simple challenges, problems successfully and develop consideration of others by working co-operatively.</p>	<p>with others to solve challenges.</p> <p>To choose and apply strategies and skills to meet the requirements of a task or challenge.</p>	<p>in groups and on their own.</p> <p>To decide the approach to use to meet the challenge set.</p>	<p>independently without the need for guidance.</p> <p>To understand strategies and tactics and be able to complete the challenges.</p> <p>To be able to work as a team successfully and compete against others.</p>
<b>Evaluating</b>	To describe what they and others have done.	To watch, copy and describe what others are doing. To make simple judgements about their own and other pupil's actions.	Pupils recognise good quality in a performance. They use information they have observed to improve their work.	To describe and evaluate the effectiveness and quality of performance. To use what they have learned to improve their and other pupils work.	To recognise what skilful play looks like. To encourage pupils to comment on their own work and others and use this to improve their work.	To choose and use information to evaluate their own and others work. To evaluate performance/skill and use the information to improve their work.	To develop their ability to evaluate their own and others performance and suggest ways to improve it. To evaluate their own and others strengths and weaknesses in a performance/game .
<b>Fitness and Health</b>	To recognise how their body feels when still and exercising.	To help pupils learn that being active is good for them.	Pupils recognise and describe what their bodies feel like during different types of activity.	To know and describe the short-term effects of different exercise	To recognise which activities, help their speed, strength and stamina.	To demonstrate that they understand the principles of warming up by choosing appropriate activities	To understand how performance and safety are improved when the



		To understand how to lift and carry equipment safely.	To lift move and place equipment safely.	activities on the body. How to improve Stamina. To know the importance of suppleness and strength.	To recognise how playing affects their bodies.	for the games they are going to play. To understand why exercise is good for their fitness, Health, and well-being.	body is prepared for activity. To know how physical activity affects their health.
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