

Progression

EYFS

Personal, Social and Emotional Development	Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing.
	Building Relationships	Work and play cooperatively and take turns with others.
Physical Development	Gross Motor Skills	- 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.
Expressive Arts and Design	Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Progression of Skills	Acquiring and developing skills/ competence in a broad range of physical activities	Selecting and applying skills/being physically active for sustained periods of time/engaging in competitive sports and activities	Evaluating and improving own and others' performance	Knowledge of health and fitness for leading an active and healthy lifestyle
Year 1	Copy actions Repeat actions and skills Move with control and care With support and guidance use equipment safely	Choose actions Participate in games Show others what to do	Talk about what they have done Describe what other people did	Describe how their body feels before, during and after an activity
Year 2	Copy and remember actions Repeat and explore actions with control and co-ordination skills Use equipment safely	Choose appropriate actions Participate in games Follow rules Lead others when appropriate	Talk about what is different between what they did and what someone else did. With support say how they could improve Use the terms 'opponent' and 'team-mate'	Describe how their body feels during different activities Explain what their body needs to keep healthy Show how to exercise safely
Year 3	Move and use actions with co-ordination and control	Select the most appropriate skills, actions or ideas	Explain how their work is similar and different from that of others	Explain why it is important to warm-up and cool-down

	Use equipment safely	Participate in games Follow rules and play fairly Lead others	Recognise how performances could be improved	Identify some muscle groups used in gymnastic activities
Year 4	Move with co-ordination and control Develop physical strength and stamina Compete with others Use equipment safely	Select and use the most appropriate skills, actions or ideas Make up their own small-sided game Choose appropriate tactics to cause problems for the opposition Participate in competitive sport Support and lead others and act as a respectful team member	Explain how their work is similar and different from that of others Use their comparison to improve their work	Explain why warming up is important Explain why keeping fit is good for their health
Year 5	Link skills, techniques and ideas accurately Show good control in their movements Use equipment safely	Apply skills, techniques and ideas appropriately Use a range of appropriate tactics competitively Make up and teach others their own small-sided games Participate in competitive sport Lead others and demonstrate how to be a respectful team member	Compare and comment on skills, techniques and ideas that they and others have used Use their observations to improve their work	Explain some important safety principles when preparing for exercise Explain what effect exercise has on their body Explain why exercise is important Be able to demonstrate this to others
Year 6	Show precision, control and fluency Use equipment safely	Apply their skills, techniques and ideas consistently Participate in several competitive sports Be an example of good sportsmanship for younger children to follow Lead others in their class and school by example	Analyse and explain why they have used specific skills or techniques Modify use of skills or techniques to improve their work Create their own success criteria for evaluating	Be an example of good health to younger children
	Dance	Gymnastics	Games	
Year 1	Move to music Copy dance moves Make up a short dance Move around the space safely	Make their body tense, relaxed, curled and stretched Control their body when travelling Control their body when balancing Copy sequences and repeat them Roll, travel and balance in different ways Climb safely Stretch in different ways Curl in different ways Jump in different ways	Throw underarm Roll a piece of equipment Hit a ball with a bat Move and stop safely Catch with both hands Throw in different ways Kick in different ways	
Year 2	Change speed, level, direction and rhythm Make a sequence by linking sections together Choose movements to communicate a mood, feeling or idea	Plan and show a sequence of movements Use contrast in their sequences(e.g. straight/curved, wide/narrow) Travel by rolling forwards, backwards and sideways Hold a position whilst balancing on different points of the body	Use hitting, kicking and/or rolling in a game Stay in a 'zone' during a game	

	Move with control and co-ordination Move around the space safely	Stretch and curl to develop flexibility Jump in a variety of different ways and land with increasing control and balance Control their movements Think of more than one way to create a sequence which follows a set of 'rules' Work on their own and with a partner to create a sequence			Decide where the best place to be is during a game Use one tactic in a game Follow rules
	Dance	Gymnastics	Games	Athletics	Outdoor and Adventurous
Year 3	Improvise freely, translating ideas from a stimulus into movement Share and create phrases with a partner and in small groups Repeat, remember and perform these phrases in a dance	Use a greater number of their own ideas for movement in response to a task Show changes in direction, speed and level during a performance Adapt sequences to suit different types of apparatus and their partner's ability Explain how strength and suppleness affect performances Compare and contrast gymnastic sequences, commenting on similarities and differences Travel in a variety of ways	Throw and catch with control when under limited pressure Are aware of space and use it to support team-mates and cause problems for the opposition Pass to team mates at appropriate times Know and use rules fairly to keep games going Keep possession with some success when using equipment that is not used for throwing and catching 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	Follow a map in a familiar context Move from one location to another following a map Use clues to follow a route Follow a route safely Show an ability to lead and be part of a team Support others and seek support if required Show an understanding of risks
Year 4	Change speed and level within a performance Use dance to communicate an idea Take the lead when working with a partner or group Work on their movements and refine them Demonstrate clear and fluent dances Develop suppleness by practising moves and stretching	Plan, perform and repeat sequences Refine movements into sequences Travel in a variety of ways, including flight by transferring weight Include range of shapes Work with a partner to create, repeat and improve a sequence with at least three phases Swing and hang from equipment safely (using hands)	Catch with one hand Throw and catch accurately Hit a ball accurately and with control Keep possession of the ball Move to find a space when they are not in possession during a game Vary tactics and adapt skills according to what is happening	Run over a long distance Sprint over a short distance Throw in different ways Hit a target? Jump in different ways	Follow a map and compass in a more demanding familiar context Move from one location to another following a map Use clues to follow a route Follow a route accurately, safely and within a time limit Show resilience when plans do not work and initiative in trying new ways of working Remain aware of changing conditions and change plans if necessary
Year 5	Compose their own dances in a creative and imaginative way Perform to an accompaniment, expressively and sensitively Demonstrate controlled movements Show clarity, fluency, accuracy and consistency in their dances	Make complex or extended sequences Combine action, balance and shape Perform consistently to different audiences Perform movements that are accurate, clear and consistent Include: travelling, balances, swinging, springing, flight, bending, stretching and twisting, gestures and linking skills	Gain possession by working as a team Pass in different ways Use forehand and backhand with a racquet or bat Choose the best tactics for attacking and defending Field, defend or attack tactically by anticipating the direction of play Use a number of techniques to pass, dribble and shoot	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	Follow a map in an unknown location Use clues and compass directions to navigate a route Change their route if there is a problem Change their plan if they get new information
Year 6	Develop imaginative dances in a specific style Hold a precise and strong body posture Plan to perform with high energy, slow grace or other themes and maintain this throughout the piece Perform complex moves that combine strength and stamina	Choose their own music, style and dance Combine their own work with that of others Link their sequences to specific timings Create complex and well-executed sequences that include a range of movements: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills	Explain complicated rules Make a team plan and communicate it to others Lead others in a game situation and act as a good role model Uphold the spirit of fair play and respect in all competitive situations	Demonstrate stamina Use their skills in different situations Sprint over a short distance up to 60m Combine sprinting with hurdles over 60m Run over a long distance, conserving energy in order to sustain performance Use a range of throwing techniques Throw with accuracy to hit a target or cover a distance	Plan a route and series of clues for someone else Plan with others taking account of safety and danger

	gained through gymnastic activities (such as cartwheels or handstands)	Use equipment to vault and swing		Jump in a number of ways, using a run up where appropriate Compete with others and aim to improve personal best performances	
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