



## PROGRESSION OF SKILLS POLICY



Athletics						
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Run</b>	Start to run quickly and stop with control, changing speeds whilst running.	Run over longer distances at a consistent speed without stopping.	Be able to combine running fast with flight to get over hurdles.  Able to vary running pace between fast, slow, and medium over extended periods.	Refine sprinting technique to accelerate over shorter distances & maintain balance when running on a curve.  Use the appropriate running technique to adjust speed when running longer distances.	Run quickly to complete a leg of a relay race, exchanging the baton within a restricted area.  Effectively pace a race over longer distances to avoid slowing down or stopping.	Correctly use the sprint start position to increase the rate of acceleration at the start of a race.  Work collaboratively with others to maximise the distance covered in a Parlauf relay with teammates.
<b>Jump</b>	Jump as far as possible with control using two-footed jumps from a standing start.	Start to develop the strength to increase the distance jumped.	Use a smooth approach and run-up to maximise the jumping distance.	Experiment with various jumping techniques to assess their impact on the distance achieved.	Correctly mark out and use a run-up when performing a long jump.	Combine the three phases of a triple jump to maximise jumping distance.
<b>Throw</b>	Start to use power to throw an object overarm for distance.	Select the best throwing technique for different situations, showing power and control.	Throw a javelin with control and power using a pull throw.	Throw a discus with control and power using a sling throw.	Throw a shot with control and power using a push throw.	Throw an object with control and power using a heave throw.



## PROGRESSION OF SKILLS POLICY



Invasion Games						
	Attack, Defend, Shoot			Handball		
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Throwing &amp; Catching</b>	Throw and catch a ball over a short distance.	Send and catch a ball using a bouncing throw.	Throw and catch a ball using the ready position under pressure in a game.	Catch and protect the ball and pass it accurately under pressure from a defender.	Use a pivot to create a space to send a pass or shoot.	Pass the ball quickly and accurately to a teammate under pressure to start a fastbreak counterattack.
<b>Travelling</b>	Travel with a bouncing ball, showing some control and coordination.	Travel and change direction while keeping a bouncing ball under control.	Use a basic dribbling technique to move around a court using the 3-step rule.	Move the ball forward up the court by dribbling with control	Dribble successfully using the double dribble fault rule.	Keep control of the ball when pressured by a defender.
<b>Attacking</b>	Start to aim and throw objects at a target to score points.	Score points by throwing and hitting a target with some consistency.	Score points by throwing a ball into a goal, opposed and unopposed.	Use an overarm shooting technique in a 7m-throw.	Shoot using the jump shot technique.	Have success using a variety of different shots under pressure in small-sided games.
<b>Using space</b>	In isolation, move into a space to receive a pass.	In a small-sided game, recognise and move into space.	Identify and move into a space in a small-sided game to be ready to receive a pass.	Move and catch a ball as a 'circle runner' to create space for a shot to be taken.	Pass and move around the 'D' to try and create a shooting opportunity.	Show patience passing the ball around the 'D' and keep possession.
<b>Defending</b>	Start to use a basic defensive position to try an intercept a pass.	Use the defensive position to intercept a pass in a small-sided game.	Use the defensive stance and work with teammates to regain possession.	React quickly to get into a defensive position when possession is lost.	Play as a goalkeeper, moving quickly to prevent goals from being scored.	Work with your team to defend the goal, preventing attackers from taking clear shots.



## PROGRESSION OF SKILLS POLICY



Striking and Fielding Games						
Hit, Catch, Run				Rounders		
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Striking</b>	Use a self-feed to hit a ball using the hand.	Send a ball into a space using various means such as hands, feet and bats.	Use a one-handed hit with a bat showing some power and accuracy.		Recognise where the gaps in the field are and direct a hit into those gaps to maximise scoring chances.	
<b>Throwing &amp; catching</b>	Be able to throw and catch a ball with some consistency over a short distance using underarm throws.	Throw a ball quickly towards a base to try and prevent a batter from scoring.	Throw a ball over longer distances with power and control using an overarm throw.		Throw the ball quickly and accurately over short distances to get a batter out.	
<b>Fielding</b>	Begin to track balls and move into position to try and stop them.	Stop a ball in the backstop position with some consistency.	Use a long barrier technique to consistently stop a ball travelling along the ground.		Track and field a rolling ball from different fielding to try and prevent batters from scoring.	
<b>Scoring</b>	Run quickly between bases to score points.	Run quickly to score as many points as possible after each hit.	Run with speed and control around bases to try and score points.		Judge how many bases to run around after a hit without being run out.	



## PROGRESSION OF SKILLS POLICY



Net & Wall Games						
Send & Return				Tennis		
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Hitting</b>	Use a self-feed to hit a ball with the hand.	Hit an object on both sides of the body.		Use a forehand and backhand hit to different parts of the court.		Hit a lob shot over an opponent's head to force them to the back of the court.
<b>Sending</b>	Feed a ball for a partner to hit.	Use a range of sending skills to serve a ball.		Receive a serve in the ready position.		Serve using the service line in a doubles games.
<b>Movement &amp; Position</b>	Move into position behind a ball to hit.	Use agility to change direction quickly when moving about a court.		Move back to the centre of the court after each shot.		Switch between different doubles formations during a point based on how the point is being played.



## PROGRESSION OF SKILLS POLICY



OAA				
	Y3	Y4	Y5	Y6
Trails and orienteering	Identify what symbols on a map represent and follow a route using a map.	Recall and recognise symbols on a map and use compass points. Use a compass and map to navigate.	Use control cards to navigate a route.	Use a map to navigate a trail as quickly as possible, correctly orienting the map before starting.
Problem Solving	Independently identify factors that are important when completing a task.	Discuss with others in a group what factors will affect a task and plan a strategy to complete it quickly.	Use ingenuity and imagination to solve problems and complete a task.	Use problem-solving skills to solve more complex tasks in time-pressured scenarios.
Communication	Discuss and describe a strategy that could be used by a group to complete a task.	Communicate clearly in groups to assign different roles, ensuring everyone is clear on their part to complete the task.	Use different forms of communication during a task, such as verbal, nonverbal, tactile, and code, and decide which method is most effective.	Discuss and assign different roles for members of a group to take on during a task based on their suitability for the role.
Trust	Lead a group while they are blindfolded and be led while blindfolded.	Place clues back where they were found, and report results accurately to the group	Pass on a message accurately and without changing it to ensure the group's success.	Use safety points to work as a group to bear each other's weight in complex group balance tasks.



## PROGRESSION OF SKILLS POLICY



Gymnastics						
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Travelling &amp; Linking</b>	Travel in different ways, changing direction and speed.	Control body whilst travelling at different levels.	Travel in creative ways, including turns, and move with coordination, control and care.	Travel in different ways, including using flight.	To accelerate and decelerate whilst travelling and move with clarity, fluency and expression.	Demonstrate precise and controlled placement of body parts and transition from one movement to the next fluently.
<b>Balance</b>	Hold still shapes and simple balances.	Hold a still shape whilst balancing on different points of the body.	Create interesting body shapes while holding balances with control and confidence.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity.	Demonstrate precise and controlled placement of body parts in their shapes and balances.
<b>Rolls</b>	Develop previous roll sequences linking together with a start and end and explore new roll ideas.	Explore more rolls continuing to develop strength in recovery to standing.	Perform a crouched forward roll in isolation. Explore a forward roll from standing in isolation.	Explore a backwards roll in isolation. Develop technique and control for forward rolls and roll to candlestick.	Perform a forwards/backwards roll to and from a balanced shape position and standing position.	Demonstrate good technique and control with forwards/backwards rolls and look to include them with linking steps for routine development.
<b>Jumps</b>	Carry out a range of simple jumps, exploring take off and land.	Jump in a variety of ways and land with increasing control and balance	Use a range of jumps in their sequences and explore jumps from 2to1 1to2 2to2 and 1to1	Explore jumps in unison and in canon. Demonstrate good technique on land of all jumps.	Develop jump exploration with continued technique. Explore jumps on and off equipment.	Demonstrate good technique with all jumps including those on and off vault and with changes of tempo.
<b>Vault</b>	Move around, under, over, and through different objects and equipment with increasing control.	Climb onto and jump off the equipment safely.	Begin to use the vault.	Use equipment to vault in a variety of ways.	Confidently use equipment to vault in a variety of ways.	Confidently use equipment to vault and incorporate this into sequences.



## PROGRESSION OF SKILLS POLICY

Dance						
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Performance</b>	Explore and copy different simple dance steps and include pattern and direction.	Copy and repeat floor patterns improving the timings of transitions.	Link simple dance actions and show increased fluency between actions.	Confidently improvise with a partner or on their own to create a short dance routine.	Compose individual, partner and group dances that reflect the chosen dance style.	Compose individual, partner and group dances that reflect the chosen dance style for various genres of music.
<b>Beat</b>	Move to the beat of the music and explore simple dynamics with the beats – high, low, slow, fast.	Move in counts of 8 to the beat of the music and develop dynamic movement.	Perform with some awareness of rhythm counting in beats of 4 or 8 with consideration of slow and fast movements.	Demonstrate good rhythm and counting in beats of 4 or 8. Develop changes of tempo.	Ensure their actions fit the rhythm/beat of the music and consider musical phrasing within routine.	Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence.
<b>Relationships</b>	Develop different shapes using their body and consider fast/slow/paused movements.	Develop individual shapes and look at how these can link to others in the same space.	Explore working in larger groups of 3/4/5's. And discover canons and unison as a whole team.	Continue to develop relationships – action and reaction.	Demonstrate strong movement whilst working in different relationships – contact work.	Able to perform a dance using a range of relationships previously taught.
<b>Movements</b>	<ul style="list-style-type: none"> <li>• Top rocks</li> <li>• Wave</li> <li>• Helicopter</li> <li>• Isolations- head, shoulders, knees</li> <li>• Knee roll</li> <li>• Frog freeze</li> <li>• Scoop and push</li> <li>• Kick the can</li> <li>• Under the washing line (snake head)</li> </ul>		Able to demonstrate contrasting levels in still positions.	Demonstrate counterbalances and control when sequencing actions into a dance.	Perform showing basic phrasing and efficiency	Demonstrate strong and controlled movements throughout a dance sequence. Explore lifts with partners, safely.
	All previous and: Kick the can with arms, Side freeze, Moon walk, Worm, Tutting sequence					



## PROGRESSION OF SKILLS POLICY



Health & Wellbeing					
Y1	Y2	Y3	Y4	Y5	Y6
Describe how my body feels before, during and after an activity.	Recognise and describe how the body feels during and after different physical activities. Explain what their body need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.



## PROGRESSION OF SKILLS POLICY



<b>Personal Development</b>						
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Resilience</b>	Put in the effort and stay motivated when challenged.	Discuss thoughts and feelings about physical challenges.	Understand and identify how to improve their own actions.	Play competitively and don't give up when losing.	Show resilience in performances even when mistakes are made.	Identify weaknesses as a chance to improve.
<b>Respect</b>	Recognise and implement concepts such as waiting your turn	Display sportsmanship when competing against others.	Show support, encouragement and good sportsmanship.	Respond sensitively to people's ideas.	Put trust in others and demonstrate trustworthy behaviour.	Use good communication skills to avoid disputes.
<b>Determination</b>	Demonstrate awareness for the need to improve and attempt to improve.	Show engagement in tasks.	Work hard to develop their own actions.	Demonstrate patience and determination.	Show determination in a game and show commitment to the team.	Show a desire to improve on skills.
<b>Independence</b>	Choose appropriate actions for a task.	Feel confident to perform on their own.	Independently identify factors to complete a task.	Decide on ways to improve skills and actions independently.	Take the lead in a group.	Take responsibility for a role in a task.
<b>Curiosity</b>	Identify similarities between different physical activities.	Begin to make tactical decisions.	Contribute their ideas.	Try different strategies.	Explain the need for tactics and attempt to use them in game situations.	Work creatively and imaginatively.
<b>Pride</b>	Value theirs and other's accomplishments.	Reflect on their own performances and identify their strongest skill/action	Recognise and use individual strengths to their advantage.	Compare performance to previous ones, seeing how much they have improved.	Distinguish between good and poor performances and suggest ways to improve themselves and others.	Recognise success in their performance even if they don't win.