



## PROGRESSION OF SKILLS POLICY



Athletics							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Sprinting</b>	Move in different directions with control at speed. <i>Know how to run quickly and safely.</i>	Start to run quickly and stop with control, changing speeds whilst running. <i>Know the quickest way to move an object from one place to another.</i>	Develop power & increase speed when sprinting by using quick feet. <i>Know why being aware of other people is essential when running at speed, and how quick feet help sprinting speed.</i>	Be able to combine running fast with flight to get over hurdles. <i>Know why you want to maintain pace while hurdling.</i>	Refine sprinting technique to accelerate over shorter distances and maintain balance when running on a curve. <i>Know where to perform a baton exchange in a relay race.</i>	Run quickly to complete a leg of a relay race. <i>Know what a leg of a relay race is and where to perform a baton exchange in a relay race.</i>	Correctly use the sprint start position to increase the rate of acceleration at the start of a race. <i>Know why a crouch start to a sprint creates power.</i>
<b>Distance Running</b>	Recognise and perform with some control movements at different speeds. <i>Know when they might need to run for more extended periods of time.</i>	Run over longer distances at a consistent speed without stopping. Work for sustained periods. <i>Know how to change speed when running. Know what a lap is.</i>	Use breathing techniques to improve endurance while running. <i>Know why we need to be able to run for sustained periods.</i>	Able to vary running pace between fast, slow, and medium over extended periods. <i>Know the importance of maintaining and changing pace when running over distances.</i>	Use the appropriate running technique to adjust speed when running longer distances. <i>Know how to pace a run over longer distances.</i>	Effectively pace a race over longer distances to avoid slowing down or stopping. <i>Know why pacing a run over longer distances is important.</i>	Work collaboratively with others to maximise the distance covered in a Parlauf relay. <i>Know what a parlauf is and how it can improve running times over longer distances.</i>
<b>Jumping</b>	Begin by jumping short distances while maintaining control. Develop take-off and landing position. <i>Know why they should maintain control when jumping.</i>	Jump as far as possible with control using two-footed jumps from a standing start. Explore bounding. <i>Know how to perform a two-footed jump. Know how to bound/stride to improve jumping height.</i>	Start to develop the strength to increase the distance jumped. <i>Know how to bound or stride to improve jumping height. Know how athletics skills can be used in different sports.</i>	Use a smooth approach and run-up to maximise the jumping distance. <i>Know why a good approach can mean a more successful jump. Know different skipping techniques.</i>	Experiment with various jumping techniques to assess their impact on the distance achieved. <i>Know how to use a run-up to increase distance.</i>	Correctly mark out and use a run-up when performing a long jump. <i>Know why marking out a run-up for the long jump can help improve distance.</i>	Combine the three phases of a triple jump to maximise jumping distance. <i>Know how to combine the phases correctly for a triple jump.</i>
<b>Throwing</b>	Begin to send and receive various objects with a partner. <i>Know some basic techniques to send and stop different objects with control.</i>	Use the leading arm to throw. <i>Know why you would use an overarm throw when throwing for distance.</i>	Select the best throwing technique for different situations, showing power and control. <i>Know when to use different types of throws and how exercises can improve strength for throwing</i>	Throw a javelin with control and power using a pull throw. <i>Know how to use the pull-throw technique in javelin and the links between athletics and real-life skills (javelin/hunting).</i>	Throw a discus with control and power using a sling throw. <i>Know what a sling throw is used for.</i>	Throw a shot with control and power using a push throw. <i>Know which event(s) a push throw is used in.</i>	Throw an object with control and power using a heave throw. <i>Know when you would use a heave throw. Know which throwing event they perform best at.</i>



## PROGRESSION OF SKILLS POLICY



<b>Invasion Games (Football, Hockey, Netball, Basketball, Handball)</b>							
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Sending &amp; Receiving</b>	Explore s&r with hands and feet using a variety of equipment. <i>Know to look at the target when s&amp;r a ball.</i>	Explore s&r with hands and feet to a partner. <i>Know to look at your partner before sending the ball.</i>	Developing s&r with increased control. <i>Know to control the ball before sending it.</i>	Explore s&r abiding by the rules of the game. <i>Know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</i>	Develop passing techniques appropriate to the game. Catch a ball using one and two hands & receive a ball with feet/object. <i>Know that cushioning a ball will help me to control it.</i>	Develop control when s&r under pressure. <i>Know that not having a defender between myself and a ball carrier enables me to s&amp;r with better control.</i>	S&r consistently using a range of techniques with increasing control. <i>Understand and make quick decisions about when, how and who to pass to.</i>
<b>Travelling</b>	Explore dropping & catching with two hands & moving a ball with feet. <i>Know to keep the ball close.</i>	Explore dribbling with hands and feet. <i>Know that moving with a ball is called dribbling.</i>	Explore dribbling with hands and feet with increasing control on the move. <i>Know that keeping the head up will help to know where defenders are.</i>	Explore dribbling the ball abiding by the rules under pressure. <i>Know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</i>	Link dribbling the ball with other actions and change direction whilst dribbling with some control. <i>Know that protecting the ball as I dribble will help me to maintain possession.</i>	Dribble with some control under pressure. <i>Know that dribbling in different directions will help to lose a defender.</i>	Dribble consistently using a range of techniques with increasing control. <i>Choose the appropriate skill for the situation under pressure.</i>
<b>Space</b>	Recognise own space. <i>Know that being in a space gives you room to play.</i>	Recognise good space when playing games. <i>Understand that this helps to pass the ball.</i>	Explore moving into space away from others. <i>Know that this helps to pass and receive a ball.</i>	Develop using space as a team. <i>Know that by spreading out as a team we move the defenders away from each other.</i>	Develop moving into space to help my team. <i>Know that moving into space will help my team keep possession and score goals.</i>	Explore moving to create space for the team. <i>Know that by doing this creates space for teammates.</i>	Move to the correct space when transitioning positions. <i>Understand that this will help maintain possession.</i>
<b>Attacking</b>	Explore changing direction and tagging games. <i>Know that there are different roles in games.</i>	Explore changing direction to move away from a partner. <i>Know that this helps the team to pass the ball.</i>	Developing moving into space away from defenders. <i>Know that when my team is in possession of the ball, I am an attacker and we can score.</i>	Develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. <i>Know my role as an attacker.</i>	Change direction to lose an opponent with some success. <i>Recognise when to pass and when to shoot.</i>	Use a variety of techniques to lose an opponent.	Confidently change direction to lose an opponent.
<b>Defending</b>		Explore tracking & moving to stay with a partner. <i>Know that doing this makes it more difficult for them to receive the ball.</i>	Explore staying close to others to stop them getting the ball. <i>Know that when my team is not in possession of the ball, I am a defender.</i>	Develop tracking opponents to limit their scoring opportunities. <i>Know my role as a defender.</i>	Develop defending one on one and begin to intercept. <i>Know when to mark and when to attempt to win the ball.</i>	Develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.	Use a variety of defending skills in game situations.
<b>Tactics</b>	<i>Know how to cooperate with others in small group activities.</i>	<i>Know the basic principles of attacking and defending in an invasion game.</i>	<i>Know how to and why sending the ball forward to a teammate increases the team's chances of scoring.</i>	<i>Know why ball possession is essential in a game and why players moving into space to receive a pass helps.</i>	<i>Know why passing on the move is vital in invasion games.</i>	<i>Know the tactical benefits of moving quickly with the ball. Know what is best to do after a moving with ball.</i>	<i>Know when and how to work with a teammate to create a scoring opportunity.</i>
<b>Rules</b>	<i>Know basic rules to simple games.</i>	<i>Know the reasons why games have rules.</i>	<i>Know how to play a game according to its rules. Know how points are scored in invasion games.</i>	<i>Know how to play and compete, showing good sportsmanship throughout.</i>	<i>Know how to follow more complex rules. Evaluate and adapt as a team in a competition.</i>	<i>Know how to play with and adhere to modified invasion games rules. Play within boundaries.</i>	<i>Know how to consistently apply rules in competition.</i>



## PROGRESSION OF SKILLS POLICY



<b>Striking and Fielding Games (Cricket/Rounders)</b>							
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Striking</b>	Explore sending a ball to a partner. <i>Know to point the hand at the target when striking a ball.</i>	Explore striking a ball with hand and equipment. <i>Understand that the harder the strike, the further the ball will travel.</i>	Develop striking a ball with hands & equipment with some consistency. <i>Understand the role of a batter. Know that striking quickly will increase the power.</i>	Begin to strike a bowled ball after a bounce with different equipment. <i>Know that striking to space away from fielders will help me to score.</i>	Develop batting technique with a range of equipment. <i>Know that using the centre of the bat will provide the most control and accuracy.</i>	Explore defensive and driving hitting techniques and directional batting. <i>Understand that stance is important to allow balance.</i>	Strike a bowled ball with increasing accuracy and consistency. <i>Understand that the momentum and power for striking a ball comes from legs as well as arms.</i>
<b>Fielding</b>	Explore tracking and stopping a rolling ball. <i>Know to scoop a ball with two hands.</i>	Develop tracking and retrieving a ball. <i>Know that throwing the ball back is quicker than running with it.</i>	Develop tracking a ball and decision making. <i>Understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</i>	Explore bowling to a target and fielding skills to include a two-handed pick up. <i>Know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball</i>	Develop bowling with some consistency, abiding by the rules of the game. <i>Know that it easier to field a ball that is coming towards you rather than away so set up accordingly</i>	Develop over & underarm bowling technique. Develop long & short barrier & two-handed pick up. <i>Know that backing up a fielder as a ball is being thrown will help to increase success.</i>	Use a wider range of fielding skills with increasing control under pressure. <i>Know which fielding action to apply for the situation.</i>
<b>Throwing</b>	Explore rolling and throwing using a variety of equipment. <i>Know to point the hand at the target when throwing</i>	Explore technique when throwing over and underarm. <i>Know which type of throw to use to throw over longer distances.</i>	Develop co-ordination and technique when throwing over and underarm <i>Know that stepping with opposite foot to throwing arm will help to balance.</i>	Use overarm and underarm throwing in game situations. <i>Know that overarm throwing is used for long distances and underarm throwing for shorter distances.</i>	Use overarm and underarm throwing with increased consistency in game situations. <i>Understand that being balanced before throwing will help to improve the accuracy of the throw.</i>	Demonstrate good technique when using a variety of throws under pressure. <i>Understand where to throw the ball in relation to where a batter is.</i>	Consistently demonstrate good technique in throwing skills under pressure & make good decisions on who to throw to and when to throw in order to get batters out. <i>Know that accuracy, speed &amp; consistency of throwing will help to limit a batter's score.</i>
<b>Catching</b>	Explore catching using a variety of equipment. <i>Know to have hands out ready to catch.</i>	Develop co-ordination and technique when catching. <i>Know to watch the ball as it comes towards.</i>	Catch with two hands with some co-ordination and technique. <i>Know to use wide fingers and pull the ball in to the chest to help to securely catch.</i>	Catch with some consistency in game situations. <i>Know to move feet to the ball.</i>	Begin to catch with one and two hands with some consistency in game situations. <i>Know to track the ball as it is thrown to help to improve the consistency of catching.</i>	Explore catching skills and apply these with some consistency in game situations. <i>Understand when to use a close catch technique or deep catch technique.</i>	Consistently demonstrate good technique in catching skills under pressure. <i>Know that accuracy, speed and consistency of catching will help to limit a batter's score.</i>
<b>Tactics</b>	<i>Make simple decisions in response to a task.</i>	<i>Know that tactics can help us when playing games.</i>	<i>Understand and apply simple tactics for attack (batting) and defence (fielding).</i>	<i>Know that using simple tactics will help the team to achieve an outcome e.g. we will spread out to deny space.</i>	<i>Know that attacking tactics will help to score points and avoid getting out. Know that defending tactics will help to deny space, get opponents out and limit points.</i>	<i>Understand the need for tactics and identify when to use them in different situations.</i>	<i>Understand and apply some tactics in the game as a batter, bowler and fielder</i>
<b>Rules</b>	<i>Know that rules help us to stay safe.</i>	<i>Know that rules help us to play fairly.</i>	<i>Know how to score points and follow simple rules.</i>	<i>Know the rules of the game and begin to apply them.</i>	<i>Know and understand the rules to be able to manage our own game.</i>	<i>Understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</i>	<i>Understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</i>



## PROGRESSION OF SKILLS POLICY



<b>Net &amp; Wall Games (Tennis, Badminton, Volleyball)</b>							
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Hitting</b>	Explore hitting a ball with hands and pushing with a racket. <i>Know to point my hand/object at my target when hitting a ball.</i>	Explore hitting a dropped ball with a racket. <i>Know to use the centre of the racket for control.</i>	Develop hitting a dropped ball over a net. <i>Know to watch the ball as it comes towards to help to prepare to hit it.</i>	Explore returning a ball using shots such as the forehand and backhand. <i>Know that pointing the racket face/my hand where you want the ball to go and turning the body will help to hit accurately.</i>	Demonstrate technique when using shots playing cooperatively and beginning to execute this competitively. <i>Understand when to play a forehand and a backhand and why.</i>	Develop the range of shots used in a variety of games. <i>Know which skill to choose for the situation.</i>	Demonstrate increased success and technique in a variety of shots. <i>Understand the appropriate skill for the situation under pressure.</i>
<b>Feeding/serving</b>	Explore sending and tracking a ball with a partner. <i>Know to look at the target when sending a ball and watch the ball to receive it.</i>	Throw a ball over a net to land into the court area. <i>Know to use an underarm throw to feed to an opponent.</i>	Accurately underarm throw over a net to a partner. <i>Know to place enough power on a ball to let it bounce once but not too much so that the opponent can't return it.</i>			Develop the range of serving techniques appropriate to the game. <i>Know that serving is how to start a game or rally and use the rules applied to the activity for serving.</i>	Serve accurately and consistently. <i>Begin to apply tactics when serving.</i>
<b>Rallying</b>		Explore sending a ball with hands and a racket. <i>Know that throwing/hitting to the opponent with not too much power will help them to return the ball.</i>	Explore underarm rallying with a partner catching after one bounce. <i>Know that sending the ball towards the opponent will help to keep a rally going.</i>	Explore rallying using a forehand. <i>Know that hitting towards the opponent will help them to return the ball easier and keep the rally going.</i>	Develop rallying using both forehand and backhand with increased technique. <i>Know that moving feet to the ball will help to hit in a more balanced position; increasing the accuracy of the shot.</i>	Use a variety of shots to keep a continuous rally. <i>Know that playing the appropriate shot will help to keep the rally going &amp; that control is more important keep a rally going.</i>	Successfully apply a variety of shots to keep a continuous rally. <i>Understand how to play different shots depending on if a rally is co-operative or competitive.</i>
<b>Footwork</b>	Explore changing direction, running and stopping. <i>Know to use big steps to run and small steps to stop.</i>	Use the ready position to move towards a ball. <i>Know that using a ready position will help to move in any direction.</i>	Consistently use the ready position to move towards a ball. <i>Know that using a ready position helps to react quickly &amp; return/catch a ball.</i>	Consistently use and return to the ready position in between shots. <i>Know that moving to the middle of the court will enable to cover the most space.</i>	Begin to use appropriate footwork patterns to move around the court. <i>Know that getting feet in the right position will help to balance before playing a shot.</i>	Demonstrate effective footwork patterns to move around the court. <i>Know that using small, quick steps will allow to adjust the stance to play a shot.</i>	Demonstrate a variety of footwork patterns. <i>Know that using the appropriate footwork will help to react to a ball quickly and give time to prepare to play a shot.</i>
<b>Tactics</b>	<i>Make simple decisions in response to a task.</i>	<i>Know that tactics can help us to be successful when playing games.</i>	<i>Understand that applying simple tactics makes it difficult for the opponent.</i>	<i>Know that using simple tactics will help to achieve an outcome.</i>	<i>Know that attacking tactics will help to score points and create space &amp; defending tactics will help to deny space, return a ball and limit points.</i>	<i>Understand the need for tactics and identify when to use them in different situations.</i>	<i>Understand when to apply some tactics for attacking and/or defending.</i>
<b>Rules</b>	<i>Know that rules help us to stay safe</i>	<i>Know that rules help us to play fairly</i>	<i>Know how to score points and follow simple rules.</i>	<i>Know the rules of the game and begin to apply them</i>	<i>Know and understand the rules to be able to manage our own game.</i>	<i>Understand and apply rules in a variety of net and wall games whilst playing and officiating.</i>	<i>Understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.</i>



## PROGRESSION OF SKILLS POLICY



OAA				
	Y3	Y4	Y5	Y6
<b>Trails and orienteering</b>	Identify what symbols on a map represent and follow a route using a map. <i>Know why it is important to recognise symbols on a map key.</i>	Recall and recognise symbols on a map and use compass points. Use a compass and map to navigate. <i>Know what orienteering is. Know common map symbols.</i>	Use control cards to navigate a route. <i>Know how to quickly and safely collect control points.</i>	Use a map to navigate a trail as quickly as possible, correctly orienting the map before starting. <i>Know how to orient a map. Know the difference between a scavenger hunt and orienteering.</i>
<b>Problem Solving</b>	Use equipment in unconventional ways. <i>Know why accuracy is vital in different tasks, including when drawing a map.</i>	Discuss with others in a group what factors will affect a task and plan a strategy to complete it quickly. <i>Know the cardinal points of a compass.</i>	Use ingenuity and imagination to solve problems and complete a task. <i>Know how to decipher simple Morse Code.</i>	Use problem-solving skills to solve more complex tasks in time-pressured scenarios such as a scavenger hunt. <i>Know the importance of trial and error when problem-solving.</i>
<b>Communication</b>	Discuss and describe a strategy that could be used by a group to complete a task. <i>Know ways to communicate clearly to complete a task.</i>	Communicate clearly in groups to assign different roles, ensuring everyone is clear on their part to complete the task. <i>Know how to listen and suggest ideas when working as a team.</i>	Use different forms of communication during a task, such as verbal, nonverbal, tactile, and code, and decide which method is most effective. <i>Know some different forms of communication.</i>	Discuss and assign different roles for members of a group to take on during a task based on their suitability for the role. <i>Know how to follow written instructions, videos and diagrams.</i>
<b>Trust</b>	Lead a group while they are blindfolded and be led while blindfolded. <i>Know why trust is important in completing tasks with others.</i>	Place clues back where they were found, and report results accurately to the group. <i>Know how to talk to teammates to help complete a task.</i>	Pass on a message accurately and without changing it to ensure the group's success. <i>Know how to communicate with a group when leading them in a task.</i>	Use safety points to work as a group to bear each other's weight in complex group balance tasks. <i>Know why group balances are a good way to test your trust in others.</i>
<b>Teamwork &amp; Collaboration</b>	Take part in group activities where every team member must be included. <i>Know how to explain a task to others in a group.</i>	Work independently from the teacher. <i>Know how to work with others to use a map to plot a route.</i>	Work together to use Morse Code to communicate simple words. <i>Know how to think creatively.</i>	Work as a team to beat the opposition and develop tactics together. <i>Know how to perform group balances using a range of techniques.</i>



## PROGRESSION OF SKILLS POLICY



Gymnastics							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Shapes</b>	<p>Show contrast with the body including wide/narrow, straight/curved. <i>Understand that the body can make different shapes.</i></p>	<p>Explore basic shapes straight, tuck, straddle, pike. <i>Understand that shapes can be improved by extending parts of the body.</i></p>	<p>Explore using shapes in different gymnastic balances. <i>Know that some shapes link well together.</i></p>	<p>Explore matching and contrasting shapes. <i>Understand how to use body tension to make shapes look better.</i></p>	<p>Develop the range of shapes used in sequences. Inverted movements: develop strength in bridge and shoulder stand. <i>Understand how shapes can be used to improve sequences.</i></p>	<p>Perform shapes consistently and fluently linked with other gymnastic actions. <i>Understand that shapes underpin all other skills.</i></p>	<p>Combine and perform gymnastic shapes more fluently and effectively. <i>Know which shapes to use for each skill.</i></p>
<b>Rolls</b>	<p>Explore rocking and rolling. <i>Know that the body can change shape to help to roll.</i></p>	<p>Explore barrel, straight and forward roll progressions. <i>Know that different shapes can be used to roll.</i></p>	<p>Explore barrel, straight and forward roll and put into sequence work. <i>Understand that there are different teaching points for different rolls.</i></p>	<p>Develop the straight, barrel, and forward roll. <i>Understand the safety considerations when performing more difficult rolls.</i></p>	<p>Develop the straight, barrel, forward and straddle roll and perform them with increased control. <i>Understand that using body tension can keep the shape of the roll.</i></p>	<p>Develop control in the straight, barrel, forward, straddle and backward roll. <i>Understand that they need to work within their own capabilities and this may be different to others.</i></p>	<p>Develop fluency and consistency in the straddle, forward and backward roll. <i>Understand that momentum can be used to help to roll and know where that momentum comes from.</i></p>
<b>Balances</b>	<p>Explore shapes in stillness using different parts of the body. <i>Know that body should be still when holding a balance.</i></p>	<p>Perform balances making the body tense, stretched and curled. <i>Know that balances should be held for 5 seconds.</i></p>	<p>Remember, repeat and link combinations of gymnastic balances. <i>Understand that squeezing muscles helps to balance.</i></p>	<p>Explore point and patch balances and transition smoothly into and out of them. <i>Understand that balances can look interesting by using different levels.</i></p>	<p>Develop control and fluency in individual and partner balances. <i>Know how to keep safe when performing partner balances.</i></p>	<p>Explore symmetrical and asymmetrical balances. <i>Understand how to use contrasting balances to make sequences look interesting.</i></p>	<p>Explore counter balance and counter tension. <i>Know where and when to apply force to maintain control and balance.</i></p>
<b>Jumps</b>	<p>Explore jumping safely. <i>Know that bending the knees will help to land safely.</i></p>	<p>Explore shape jumps including jumping off low apparatus. <i>Know that landing on the balls of the feet helps to land with control.</i></p>	<p>Explore shape jumps and take off combinations. <i>Understand that looking forward will help to land with control.</i></p>	<p>Develop stepping into shape jumps with control. <i>Understand that changing the take off and shape of a jump can make them look interesting.</i></p>	<p>Develop control in performing and landing rotation jumps. <i>Know that the landing can be controlled by landing toes first, looking forwards and bending the knees.</i></p>	<p>Select a range of jumps to include in sequence work. <i>Understand that jumps can be used to link actions and changing the shape of these will make sequences look interesting.</i></p>	<p>Combine and perform a range of gymnastic jumps more fluently and effectively. <i>Understand that taking off from two feet will give more height and therefore more time in the air.</i></p>



## PROGRESSION OF SKILLS POLICY



Dance							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Movements &amp; Actions</b>	Explore how the body moves. <i>Understand the body can be moved in different ways.</i>	Can copy or mirror movements with some accuracy. <i>Know how to travel over, under and around.</i>	Can demonstrate coordination and accuracy in their movements. <i>Know how to use expressions and that actions can show emotion.</i>	Can recall and repeat movement phrases from memory. <i>Know how to demonstrate character through actions and movement.</i>	Can demonstrate control and precision to refine the quality of their movements. <i>Know how gestures, jump, turns and balance can help us convey a character.</i>	Can refine their movements and apply stylistic features to different dances. <i>Know how to change actions and movements through the use of dynamics.</i>	Can combine physical skills and techniques to produce well executed work. <i>Know how to perform a range of different styles, such as Street Dance and Physical Theatre.</i>
<b>Performance</b>	Can share a short dance with an audience. <i>Know that a dance has a beginning, middle and end.</i>	Can perform showing some meaning behind simple dance ideas. <i>Know how to create actions to perform as characters.</i>	Can apply facial expressions and respond to the music. <i>Know the difference between a whole-class performance and a duet.</i>	Can use focus in a performance and respond appropriately to different types of music. <i>Know ways to focus during a performance and to connect with the audience.</i>	Can select and apply some performance skills to suit the intent of the dance. <i>Know how to select and apply some basic performance skills.</i>	Can perform confidently with an awareness of aesthetics. <i>Know what group patterns are and use them effectively in final performance.</i>	Can perform with a range of expressive skills and a growing sense of artistry. <i>Know features and devices that can help us perform with confidence.</i>
<b>Composition and choreography</b>	Can respond to simple stimuli. <i>Know that they can tell a story through their performance.</i>	Can select appropriate movements and apply simple choreographic relationships, e.g. leading and following, mirroring. <i>Know how to create a short movement phrase.</i>	Can apply spatial and dynamic choices to communicate their dance idea and apply unison and canon. <i>Know the basic principles of dynamics in dance and give two examples.</i>	Can order their ideas to structure a simple dance. <i>Know what a duet is and what it means to perform using action and reaction.</i>	Can produce a range of ideas to select from and refine them by applying a combination of spatial, dynamic and relationship variations. <i>Know what formations and canon are and use them in trio. Know what trio means.</i>	Can use transitions effectively to create a well-structured dance that communicates clear intention. <i>Know how to communicate a theme through choreography.</i>	Can craft a short dance using choreographic devices. Can dance in a duet, showing intention. <i>Understand how devices such as contrast and relationships enhance the interest of a composition.</i>



## PROGRESSION OF SKILLS POLICY



Dodgeball				
	Y3	Y4	Y5	Y6
<b>Throwing</b>	Throw with accuracy and power to eliminate an opponent. <i>Know why it is an advantage to be able to anticipate a throw from the opposition.</i>	Select the best release point when throwing the ball at the opposition. <i>Know the three main release points when throwing in dodgeball.</i>	Pick up and collect a ball efficiently and throw it with accuracy. <i>Know why efficient picking up of the ball is an advantage in dodgeball.</i>	Improve throwing accuracy aiming at different areas of the body. <i>Know what a pro is and what a con is, and be able to give examples in a dodgeball throwing context</i>
<b>Catching</b>	Anticipate and catch a quick ball. <i>Know what happens to the thrower when a clean catch is made by the opposition.</i>	Be able to perform a tunnel catch and attempt it in a game. <i>Know what a tunnel catch is and why it's effective.</i>	Perform a snatch catch effectively and attempt it in a game. <i>Know the key benefits of a snatch catch.</i>	Be able to perform a parry catch and attempt in a game if the situation arises. <i>Know a situation in which you would use a parry catch.</i>
<b>Dodging</b>	Develop and use basic dodging skills such as a sidestep. <i>Know how dodging effectively keeps you 'in' the game.</i>	Attempt to dodge by ducking and jumping. <i>Know when to execute a duck or jump dodge based on the height of a throw.</i>	Develop smaller dodging skills, such as upper and lower body weave, leg lift, and attempt them in a game. <i>Know the key features of a lower and upper body weave and a leg lift dodge.</i>	Develop leap and dive techniques and aim to outwit opponents with the fake duck and leap technique. <i>Know a range of more advanced dodging skills, such as the dive.</i>
<b>Blocking</b>	Block an oncoming ball to defend themselves. <i>Know the purpose of blocking in dodgeball.</i>	Attempt to block the ball to defend a teammate. <i>Know why you would want to protect a teammate.</i>	Practice the block-and-catch tactic in isolation and attempt it in a game. <i>Know the tactical advantages of catching a blocked ball.</i>	Develop and apply defensive formations to block and defend as a team. <i>Know that a wall is a defensive formation.</i>
<b>Tactics</b>	<i>Know what the term 'outbox' refers to and how to re-join the game after elimination.</i>	<i>Know why a team throw is considered a tactic in a dodgeball game.</i>	<i>Know how to counterattack in dodgeball.</i>	<i>Know what you must attempt to do as the last player standing.</i>
<b>Rules</b>	<i>Know what the term elimination means.</i>	<i>Know the rules regarding the return line on a dodgeball court.</i>	<i>Know the three main reasons the hand-up rule exists.</i>	<i>Know and apply the Multiple Play Rule.</i>



## PROGRESSION OF SKILLS POLICY

Healthy Active Lifestyles							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Healthy Participation</b>	<p>Describe how they feel before exercise and during exercise in simple terms.</p> <p>Before – feel excited/full of energy/muscles and body feel relaxed.</p> <p>During – Feel warmer/breathing quicker/enjoyment/fun/pr oud of what they are doing.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Understand and explain why they become out of breath during exercise.</p> <p>Explain why it is good to participate in regular physical activity.</p>	<p>Describe the importance for humans of regular exercise.</p> <p>Describe what happens to breathing rate during exercise</p> <p>Be able to find their heartbeat and describe how it is beating.</p> <p>Describe what happens to body temperature during exercise.</p> <p>Understand the importance of water and how it helps to cool the body down.</p>	<p>Understand how regular physical activity can positively impact daily life.</p> <p>Explain what happens to their heart rate after exercise.</p> <p>Use appropriate language to describe changes to their bodies during exercise.</p> <p>Understand that taking part in physical activity should be a lifelong pursuit.</p>	<p>Know why both heart rates and breathing rates change during exercise.</p> <p>Understand why the body changes temperature during exercise.</p> <p>Understand why regular exercise is good for both physical health and mental well-being.</p> <p>Understand the link between healthy lifestyle choices and optimising performance in physical performance.</p>	<p>Develop a basic understanding of how muscles work to create movements.</p> <p>Explain in greater depth why heart rate and breathing rate increase during exercise.</p> <p>Understand how strength and flexibility affect overall health and where they are used daily.</p> <p>Explain the link between regular physical activity and maintaining good long-term health.</p>	<p>Identify and name the main parts of the human circulatory system and describe their functions.</p> <p>Explain why physical activity benefits fitness, health and wellbeing both in the short and long term.</p> <p>Know why poor fitness levels can affect both performance in physical activities and how it impacts the wider lifestyle.</p> <p>Understand the importance of being physically active outside of school. • Know how to get involved with clubs/teams outside of school.</p> <p>Develop a greater knowledge of how muscles work and impact physical performance.</p>
<b>Safety</b>	<p>Understand and respect other children's space when working.</p> <p>Be aware of and avoid collisions with others when participating in group activities.</p> <p>Start to understand how to handle basic equipment safely.</p>	<p>Know how to carry and organise equipment safely, including apparatus.</p> <p>Know why it is important to use equipment and apparatus safely.</p> <p>Be able to explain the dangers of not handling and using equipment or apparatus safely.</p>	<p>Use apparatus safely, including how they should be positioned.</p> <p>Explain how to make an activity safer through equipment and the number of children participating.</p> <p>Understand the parts of a basic warm-up is and how it prepares them for physically for activities.</p>	<p>Understand how a warm-up prepares somebody both physically and mentally for an activity.</p> <p>Understand what is meant by hydration and its importance when taking part in physical activities.</p> <p>Identify potential dangers in an activity and decide on key rules to keep participants safe.</p> <p>Identify their role in keeping themselves and others safe in PE.</p>	<p>Describe how their body feels and changes during a warm-up.</p> <p>Know what makes a good warm-up and take responsibility to plan and lead a warm-up section.</p> <p>Understand the term dehydration and its dangers when performing physical activity.</p> <p>Identify and explain their own role in PE.</p> <p>Be able to check and identify any dangers in a working area.</p>	<p>Explain some safety principles or rules for specific activities when preparing for and during exercise.</p> <p>Understand the aim of a warm-up and explain how a thorough warm-up can lead to improved performance and reduce the chance of injury.</p> <p>Know the purpose of a cool-down after an activity</p> <p>Explain how dehydration can affect the brain and muscle function.</p>	<p>Be able to lead sport or activity-specific warm-ups and cool-downs safely and effectively for larger groups.</p> <p>Explain how a good warmup can positively impact performance and the implications of an ineffectual warm-up.</p> <p>Recognise and change a working space to make an activity safer for all participants.</p>
<b>Types of Exercise</b>	<p>Demonstrate strength, balance and coordination when participating in different activities</p>	<p>Compare how their body feels after a lower intensity activity compared to a higher intensity activity.</p> <p>Start to understand their different fitness areas, including stamina and strength, and how they affect performance in physical activity.</p>	<p>Recognise and explain how different types of exercise affect the body differently.</p> <p>Identify activities that require stamina.</p> <p>Identify activities that require strength.</p>	<p>Know the importance of strength and flexibility when in various activities.</p> <p>Identify which body parts are important in a particular activity. Know what agility, speed and stamina are and why they are.</p>	<p>Describe how their heart rates change depending on the type and intensity of the exercise.</p> <p>Know how to develop strength.</p> <p>Know how to develop flexibility for physical activities through stretching regularly.</p>	<p>Know how to develop speed for physical activities.</p> <p>Know how to develop agility for physical activities.</p> <p>Know that activities often need a combination of different types of fitness.</p> <p>Identify the combination of types of fitness required for different activities.</p>	<p>Understand what cardiovascular fitness is and how to improve it across different activities.</p> <p>Know what an aerobic exercise is.</p> <p>Know what an anaerobic exercise is.</p> <p>Be able to identify which type of fitness is predominantly used in a sporting activity.</p>



## PROGRESSION OF SKILLS POLICY

<b>Evaluation &amp; Analysis</b>	<p>Be able to talk with a partner or in small groups about how they felt about an activity.</p> <p>Be able to set themselves a simple goal and work towards achieving that goal.</p> <p>Using recently introduced vocabulary, offer simple explanations as to why things happened during an activity.</p>	<p>Discuss their performance and identify what they achieved in an activity.</p> <p>Use different ideas during an activity and explain which worked well in an activity.</p> <p>Watch others taking part in an activity and be able to identify and try to copy good examples of skills.</p>	<p>Explain how being 'out of breath' can affect performance in an activity.</p> <p>Identify skills and ideas that they performed well during an activity.</p> <p>Identify skills and ideas performed well by others during an activity.</p> <p>Use feedback from others to try and improve their own performance.</p> <p>Give feedback to others about their performance using simple teaching points/success criteria.</p>	<p>Identify various factors that went well in their own performance</p> <p>Compare their own performance in an activity to that of others.</p> <p>Identify where they could improve their own and others' performance.</p> <p>Be able to tell others what they have done well during an activity.</p> <p>To be able to recognise success against a given criteria.</p>	<p>Identify what went well during an activity and give possible reasons why it went well.</p> <p>Explain what happens to their performance when they start to tire during an activity.</p> <p>Explain different activities that could improve the performance of different skills.</p> <p>Compare performances with others and explain who was the most successful performance during the activity.</p> <p>Identify areas of weakness across a group/team.</p> <p>Identify their own strengths and how they can help a team be more successful.</p>	<p>Understand that performance can be affected by more than just physical factors.</p> <p>Know what physical factors can affect performance.</p> <p>Know what cognitive factors can affect performance.</p> <p>Know what social factors can affect performance.</p> <p>Know what emotional factors can affect performance.</p> <p>Be able to give constructive feedback to a partner to help improve their skills.</p>	<p>Recognise how and when poor fitness levels affect performance.</p> <p>Be able to identify the different levels of fitness of each type of fitness.</p> <p>Explain how goal-setting can help improve performance.</p> <p>Be sensitive when giving feedback on performance related to physical, cognitive, social or emotional factors.</p>
<b>Values</b>	<p>Show an understanding of their own feelings and those of others during an activity and why they may feel like that.</p> <p>Show confidence to try new activities.</p> <p>Work cooperatively with others during activities, taking turns where appropriate.</p>	<p>Be able to encourage others during an activity regardless of the outcome.</p> <p>Cooperate with teammates in team game situations, understanding everyone should have an equal opportunity to participate.</p> <p>Play a game following simple rules, understanding why rules are important.</p>	<p>Be able to play fairly using rules.</p> <p>Be able to accept the outcome of an activity and show good sporting values no matter the result.</p> <p>Understand that good sportsmanship makes an activity more fun and enjoyable for everyone.</p>	<p>Understand what resilience means and how it can be shown in PE.</p> <p>Play different games fairly using rules that may change during a game.</p> <p>Display sportsmanlike conduct during competitive activities regardless of how it is going.</p> <p>Make sure an activity is inclusive to all participants.</p>	<p>Identify where resilience has been shown by themselves and others during an activity.</p> <p>Understand how showing resilience can lead to greater success.</p> <p>Understand how somebody's mindset can impact their performance.</p> <p>Understand how good teamwork can influence success in team activities.</p> <p>Be supportive and encouraging of others and their improvements and achievements.</p>	<p>Demonstrate the skills of a good leader.</p> <p>Understand the idea of a 'positive mindset' and how it can positively influence performance.</p> <p>Know that respect towards other teammates, opponents, the equipment, the rules, and any officials is most important.</p>	<p>To understand the values of honesty, self-belief, teamwork, determination and passion and identify when they or others have shown them in a lesson.</p> <p>Know how to respond to negative feedback or criticism from others about their own performance.</p>