

SKILLS PROGRESSION FOR ATHLETIC ACTIVITIES

Year 1/2	<ul style="list-style-type: none">• Use their bodies and a variety of equipment with developing control, balance and coordination, including running in a straight line• Recognise and describe how their bodies feel like during different types of athletic activity• Watch, copy and describe what others have done
Year 3/4	<ul style="list-style-type: none">• Consolidate and improve the quality, range and consistency of techniques they use for particular activities• Develop balance and coordination in athletic activities, including keeping a still head position and incorporating arm coordination when running• Describe how their body reacts to different types of athletic activity• Recognise aspects of performance that can be improved
Year 5/6	<ul style="list-style-type: none">• Develop the consistency of their actions and performance in a range of events• Choose and adapt techniques to improve performance• Consolidate agility, balance and coordination to maximise their athletic capability• Evaluate their own performance and suggest ways to improve it

SKILLS PROGRESSION FOR DANCE

Year 1	<ul style="list-style-type: none">● Explore movement ideas and respond to a range of stimuli● Move safely in their own and general space using changes of speed, level and direction● Perform movement phrases using a range of body actions and parts● Copy, watch and describe dance movements
Year 2	<ul style="list-style-type: none">● Repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance● Compose and perform short dances that express and communicate moods, ideas and feelings● Think about their performances and how they can be improved
Year 3	<ul style="list-style-type: none">● Improvise freely on their own and with a partner● Create and link dance phrases● Perform dances with an awareness of rhythmic, dynamic and expressive qualities● Describe and evaluate some of the compositional features of dances
Year 4	<ul style="list-style-type: none">● Explore and create characters and narratives● Perform dance phrases that communicate character and narrative● Interpret and evaluate their own and others' dances taking account of character and narrative
Year 5	<ul style="list-style-type: none">● Explore and improvise ideas for dances in different styles● Compose dances by using, adapting and developing steps● Perform dances expressively● Show some understanding of style and context
Year 6	<ul style="list-style-type: none">● Explore, improvise and combine movement ideas fluently and effectively● Create structure to their dances● Understand why dance is good for fitness and wellbeing● Evaluate, refine and develop their own and others' work

SKILLS PROGRESSION FOR GAMES

Year 1	<ul style="list-style-type: none">• Explore and use skills, actions and ideas individually and with others to suit the game they are playing• Choose and use skills effectively for the game they are playing• Watch, copy and describe what others are doing
Year 2	<ul style="list-style-type: none">• Improve the way they coordinate and control their bodies when using a range of equipment• Choose, use and vary simple tactics• Recognise what makes a performance good
Year 3	<ul style="list-style-type: none">• Improve the quality of their techniques and their ability to link movements• Develop the range and consistency of their skills in all games• Improve their ability to choose and use simple tactics• Apply rules for striking and fielding and net/wall games• Identify elements of performance that they can improve
Year 4	<ul style="list-style-type: none">• Develop the range and consistency of their skills in all games• Use and apply rules of games fairly• Use and adapt tactics in different situations• Recognise where improvements in performance can be made and suggest ways that this can be achieved
Year 5	<ul style="list-style-type: none">• Develop a broader range of techniques and skills for attacking and defending• Suggest ways that they can develop consistency of skill usage• Know and apply basic strategic principles in a range of invasion games• Evaluate and suggest improvements in their own and each others' performances in a range of games
Year 6	<ul style="list-style-type: none">• Choose, combine and perform skills more fluently and effectively• Understand, choose and apply a range of tactics for defence and attack in invasion team games• Use tactics and strategies consistently across similar games• Develop further their ability to evaluate and improve performance

SKILLS PROGRESSION FOR GYMNASTICS

Year 1	<ul style="list-style-type: none">• Move confidently and safely in own space changing speed and direction• Perform movements with a range of body actions and parts• Recognise how their body feels when still and when exercising
Year 2	<ul style="list-style-type: none">• To repeat and link gymnastic actions with control and balance• Choose and vary simple compositional ideas they perform• Recognise and describe how their bodies feel when doing different types of exercise
Year 3	<ul style="list-style-type: none">• Improve the quality of their actions, body shapes and balances• Begin to link movements into sequences• Recognise and describe the short term effects of exercise on their bodies• Evaluate the effectiveness and quality of a performance
Year 4	<ul style="list-style-type: none">• Develop the range of actions, body shapes and balances they include in a sequence• Create sequences that meet a set of conditions• Describe how their body reacts during activity and how this affects the way they perform• Make simple judgements about the quality of performances and suggest ways they could be improved
Year 5	<ul style="list-style-type: none">• Perform actions, sequences and balances fluently• Choose and apply basic compositional ideas to their sequence to allow fluidity• Understand the principles of warming up and why it is important• Evaluate their own and each others' work using basic criteria
Year 6	<ul style="list-style-type: none">• Combine and perform gymnastic actions, shapes and balances fluently and effectively• Develop the quality of their sequences by understanding, choosing and applying a range of compositional principles• Understand why warming up and cooling down are important• Suggest ways of improving their own and each others' work

SKILLS PROGRESSION FOR OUTDOOR/ADVENTUROUS ACTIVITIES

Year 3/4	<ul style="list-style-type: none">• Explore finding different places• Follow simple routes and trails, orienteering themselves successfully• Work in small groups to solve challenges• Begin to use simple maps in a familiar context
Year 5/6	<ul style="list-style-type: none">• Develop and refine orienteering and problem solving skills• Decide what approach to use to meet the challenge set• Begin to use maps in an unfamiliar context• Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing• Develop the importance of pooling ideas to develop a team plan

SKILLS PROGRESSION FOR SWIMMING ACTIVITIES

Year 3	<ul style="list-style-type: none">• Work with confidence in the water• Explore and use skills and actions such as arm movement or leg movement on their own or together• Improve the control and coordination of their bodies in water• Know that being active is fun and good for them
Year 4	<ul style="list-style-type: none">• Consolidate and develop the quality of their skills in strokes and also survival skills• Improve the linking actions and movements• Use a variety of skills depending on the task and challenge set• Describe and evaluate the quality of their swimming and recognise what they can do to refine and improve their performance