



## Gymnastics- Progression of Key Skills

| Reception   | Year 1  | Year 2  |
|---|---|---|
| <p>Can experiment with different space shapes</p> <p>Experiment with different jumps</p> <p>Experiment with different ways of rolling in small shape (moon roll)</p> <p>Experiment with a rocket roll</p> <p>Moving along the floor in different ways like aliens sliding, rolling, stretching etc</p> <p>Show a start shape, rocket roll and finishing shape (beginning of a sequence)</p> | <p>Can perform shapes</p> <p>Perform basic space jump (rocket jump)</p> <p>Perform a moon rock and a moon roll</p> <p>Perform a rocket roll with pointed toes</p> <p>Perform a bunny hop- hands first then feet</p> <p>Perform a basic sequence (roll and a jump)</p> | <p>Can perform shapes with a strong body and control</p> <p>Perform jumps (rocket, star, moon jump) with control and a strong body</p> <p>Perform a moon rock, moon roll and forward roll</p> <p>Perform a rocket roll and extend to a dish/saucer roll</p> <p>Perform a bunny hop – hands flat with straight arms</p> <p>Perform a sequence – (roll, jump and balance)</p> |

| Year 3   | Year 4  | Year 5   | Yr 6  |
|--|---|--|---|
| <p>Can perform a variety of shapes with good control</p> <p>Perform a rocket jump with a half turn</p> <p>Teddy bear roll</p> <p>Perform matching and mirroring balances</p> <p>Perform a bunny hop across a mat run and onto/across low benches and apparatus</p> <p>Hopscotch on throw down feet</p> <p>Perform a short sequence on mats</p> | <p>Can perform a variety of shapes with good control when performing various skills</p> <p>Perform a rocket jump with a ¾ and full turn with pointed toes</p> <p>Teddy bear roll with a partner/group in sequence with pointed toes</p> <p>Perform matching and mirroring balance routines on apparatus</p> <p>Perform a bunny hop onto variety of apparatus with control</p> <p>Hopscotch across the floor to develop hurdle step</p> <p>Perform a short sequence on mats showing levels, control and pointed toes</p> | <p>Can perform complex shapes with control and some flexibility</p> <p>Perform more complex jumps, tuck, pike and begin leaps</p> <p>Side star roll and T-roll</p> <p>Perform point and patch balances</p> <p>Perform a 'squat on and squat off' on various apparatus</p> <p>To perform a hurdle step on the floor/springboard</p> <p>Link and sequence actions.</p> <p>Co-operate, communicate and collaborate with others.</p> | <p>Can perform complex shapes when performing Sequences and skills with flexibility</p> <p>Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap</p> <p>Side star roll, T-roll (with pointed toes), backwards roll</p> <p>Perform more complex point and patches balances in a sequence on apparatus</p> <p>Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board)</p> <p>Perform a hurdle step on the floor/springboard and onto low apparatus</p> <p>Compete in teams to win points with sequences and a vault competitions</p> |

## Ball Skills- Progression of Key Skills

| Reception-(through intro first PE unit)   | Year 1   | Year 2   |
|---|--|--|
| <p>Throw to self, catching a soft ball/balloon<br/>Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination)</p> <p>Moving around at speed and changing direction</p> <p>Fun games encouraging throwing and catching different types of balls</p> <p>Passing with a partner and counting to 5 and 10</p> <p>Explore stopping a ball with different parts of the body</p> <p>Experiment kicking the ball with feet to a partner</p> <p>Move a bean bag on the floor using inside of foot</p> <p>Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space)</p> <p>Passing with a partner and counting to 5 and 10</p> <p>Follow a partner to steal their bib</p> <p>Move with different objects in their hands</p> <p>Passing an object to another child</p> <p>Moving around in a space in different ways</p> <p>Scoring points with beanbag treasure in a simple hoop invasion game.</p> | <p>Catch a soft ball safely</p> <p>Pass the soft ball from chest – ‘W’ shape when passing and receiving.</p> <p>Small sided games (super hero ball) 3v3 introducing passing and receiving a ball</p> <p>Play an adapted superhero game and introduces rules</p> <p>Scoring in a variety of ways</p> <p>Stopping a ball with the inside of feet</p> <p>Pass the ball beginning to use inside of feet “toe, toe, toe, no, no, no!”</p> <p>Dribble the ball with the inside of feet</p> <p>Follow my leader – trying to stay near their partner</p> <p>Scoring point in a variety of ways in adapted games</p> <p>Play a simple game of tag</p> <p>Move with control with the ball in their hands at chest height</p> <p>Hand over the Rugby ball sideways</p> <p>Attempt to get past a defender</p> <p>Scoring a try in a modified drill using correct technique- stay on feet using 2 hands</p> | <p>Catch a ball in an adapted game</p> <p>Bounce pass from a short distance to a partner.</p> <p>Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game</p> <p>Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.</p> <p>Scoring in a variety of ways and begin to use in a game situation</p> <p>Stopping a ball with the sole and inside of feet</p> <p>Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy</p> <p>Dribble the ball with the inside of feet keeping the ball close to their body</p> <p>Tag game– trying to catch their partner</p> <p>Scoring in a variety of ways and begin to use scoring techniques game situations</p> <p>Play a tag game whilst moving at speed</p> <p>Move with the ball holding it with hands - in ‘W’ shape at chest height</p> <p>Pass the ball sideways- with smile technique</p> <p>Dodge around a defender in small area</p> <p>Scoring a try in a 2v2 game in the end zone</p> |

## Multi-Skills- Progression of Key Skills

| Reception   | Year 1  | Year 2   |
|---|---|--|
| <p>Experiment with different ways of balancing</p> <p>Experiment with different ways of moving (agility)</p> <p>Experiment with different ways of throwing a moving ball with different body parts (co-ordination)</p> <p>Working with friends in a team – taking turns</p> | <p>Balance on lines with control and use equipment to balance on various parts of body</p> <p>Changing direction quickly with some control (agility)</p> <p>Co-ordinating body whilst beginning to move with equipment</p> <p>Co-operate, compete and challenge themselves as a team in various games</p> | <p>Balance on low apparatus with good control</p> <p>Changing direction quickly with good balance and control (agility)</p> <p>Co-ordinating body whilst beginning to move at different speeds with various equipment</p> <p>Compete challenges in a team in various running/obstacle games and working together to improve team performance</p> |

| Year 3   | Year 4   | Year 5  | Yr 6  |
|--|--|---|---|
| <p>Balancing on various body parts while moving</p> <p>Agility focus -changing direction at speed</p> <p>Co-ordinate body to perform a combination of movements</p> <p>Complete a variety of fitness test successfully and get a personal best</p> | <p>Balancing confidently using various equipment and body parts</p> <p>Agility focus - changing direction at speed with good technique</p> <p>Co-ordinate body <b>efficiently</b> to perform combination of movements or actions</p> <p>Complete a variety of fitness tests confidently and achieve a number of personal bests</p> | <p>In combination with different skills can balance equipment while moving and co-ordinating another body action</p> <p>Agility focus – change direction quickly and efficiently with equipment</p> <p>Co-ordinate using both sides of the body</p> <p>Test and measure balance agility and co-ordination confidently and accurately. Can compare their performances with previous ones and a strive to achieve a personal best</p> | <p>Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately</p> <p>Agility focus – can change direction at speed with balance and control whilst using various equipment</p> <p>Co-ordinate using both sides of the body with fluency to perform combination of movements or actions</p> <p>Complete each test with fluency and accurately measure and record. Evaluate previous performance levels and demonstrate improvements to achieve their personal best</p> |

## Tennis- Progression of Key Skills (Net/Wall Games)

| Reception-(through intro first PE unit)  | Year 1  | Year 2   |
|--|---|--|
| <p>Throw and catch to self with a soft ball and attempt to bounce catch to self</p> <p>Balance an object e.g. beanbag on racket</p> <p>Hand eye co-ordination passing ball to a partner</p> <p>Move on the floor ball with hand in a variety of ways</p> <p>Push the ball with throw down strips to develop hand eye co-ordination</p> | <p>Throwing and catching a small ball with control and bounce catch to self and partner</p> <p>Balance a ball on racket</p> <p>Racket familiarisation- moving ball with racket in forehand position</p> <p>Racket Familiarisation – moving a ball in backhand position</p> <p>Tap up tennis to self keeping control</p> | <p>Throw and catch from one hand to the other and bounce catch into a target with a partner</p> <p>Balance a ball on racket with control</p> <p>Racket familiarisation- moving ball with racket in forehand and backhand position whilst moving</p> <p>Racket Familiarisation – moving a ball in backhand position whilst moving</p> <p>Tap up tennis with a partner to keep control of the ball</p> |

| Year 3  | Year 4  | Year 5  | Yr 6   |
|---|---|---|--|
| <p>Move to catch a ball</p> <p>Control a ball on racket when moving</p> <p>Hit ball across the floor with forehand position</p> <p>Hit the ball across the floor using back hand position</p> <p>Hit a ball into a target (with one bounce)</p> | <p>Move with balance and control to catch a ball</p> <p>Hit/bounce ball on racket when moving</p> <p>Hit ball in forehand position with drop feed</p> <p>Hit a ball in backhand position with a dropfeed</p> <p>Hit a ball into a target from a variety of distances with no bounce</p> | <p>Move to hit a ball with some control</p> <p>Hit/ bounce a ball with control when moving</p> <p>Moving into position to hit a ball with forehand in skills practice and game</p> <p>Moving into position to hit a ball with backhand in skill practice and game</p> <p>Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target.</p> | <p>Move in a variety of directions when hitting a ball</p> <p>Hit/bounce ball to a partner with control</p> <p>Move to hit a ball in game in forehand position</p> <p>Move into position to hit a ball with backhand. Begin to choose which shot it best in a game.</p> <p>Serve diagonally under/overarm in a game of mini tennis</p> |

## Athletics- Progression of Key Skills

| Reception-(through intro first PE unit)   | Year 1- (through ball skills unit)   | Year 2-- (through ball skills unit)  |
|---|--|--|
| <p>Marching/running for co-ordination</p> <p>Experiment with different ways of throwing under/overarm</p> <p>Experiment with different ways of jumping- measuring with various objects</p> <p>Working with friends in a team – taking turns</p> | <p>Running pumping arms at various speeds</p> <p>Throw a variety of objects with some accuracy</p> <p>Jumping bending knees and pushing off – being competitive to improve distance as a pair</p> <p>Co-operate and compete in a team in various running games</p> | <p>Using arms and keeping head still when exploring running patterns</p> <p>Throw in correct stance ‘Usain Bolt position’</p> <p>Use arms to improve jumping technique – beating their own score</p> <p>Compete in a team in various running/obstacle games and working together to improve team performance</p> |

| Year 3  | Year 4  | Year 5  | Yr 6  |
|---|---|---|---|
| <p>Begin to perform ‘FAST’ technique</p> <p>Throw a javelin/vortex using correct stance rotating hips forward</p> <p>Perform a hop, step and jump (standing triple jump) in isolation and in combination</p> <p>In warm ups develop running for distance</p> <p>Develop relay change over techniques</p> <p>Run and take off over obstacles at some speed</p> | <p>Perform ‘FAST’ technique confidently when sprinting</p> <p>Throw a javelin/vortex with height and distance</p> <p>Perform a hop, step and jump (standing triple jump)</p> <p>In warm ups develop running for distance increasing each lesson</p> <p>Pass a relay baton with control with a partner in adapted games</p> <p>Run and jump over hurdles with some speed and control</p> | <p>React quickly and accelerate over short distances</p> <p>Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance</p> <p>Perform a variety of jumps (Long jump and triple jump) and measure for distance</p> <p>Develop pace when running longer distance</p> <p>Pass a relay baton with control and timing in a pairs change over</p> | <p>Accelerate quickly with speed and control in movement – timed/competitive races</p> <p>Throw a javelin/vortex /shot put safely with accuracy and power.</p> <p>Perform a jump for distance varying techniques to improve performance</p> <p>In an competitive game and begin to hit/place a ball into a space</p> <p>Develop long distance running- learning to pace and show good technique</p> <p>Pass a relay baton in competitive situations (timed)</p> |

## Kwik Cricket- Progression of Key Skills (Striking and Fielding)

| Reception-(through intro first PE unit)  | Year 1- (through kwik cricket unit)   | Year 2-- ( through kwik cricket unit))  |
|--|---|---|
| Rolling and stopping a ball sitting down and standing up<br>Move with different objects in their hands<br>Passing an object to another child<br><br>Pushing a ball away from body with hands<br><br>Push ball with throw down strips to develop hand eye co-ordination | Rolling and stopping a ball with one/two hands<br><br>Throw and catch a ball with some control<br>Bowl underarm towards a target<br><br>Hit a ball off a tee using various bats<br><br>Play a modified game hitting off a tee | Roll and stop a ball with control/accuracy<br><br>Throw underarm with some accuracy and catch a ball<br>Bowl underarm towards a target with control and accuracy<br><br>Begin to hold the bat in correct position and hit a ball off a tee<br><br>Play a modified game encouraging teamwork when fielding |

| Year 3   | Year 4   | Year 5   | Yr 6   |
|--|--|--|--|
| Roll the ball with one hand and stop the ball attempting Long barrier method<br>Throw and catch underarm with both hands (in isolation)<br><br>Bowl at a wicket underarm and attempt overarm<br><br>Control with a bat (holding it correctly) hitting a ball off a tee and whilst moving<br><br>Play a modified game using fielding and batting skills | Roll the ball with one hand and stop the ball from different directions using Long barrier method<br>Throw and catch under pressure in modified games<br><br>Bowl at a wicket underarm/overarm with accuracy and control<br><br>Hit a drop fed ball and/or moving ball with a bat<br><br>Play a game communicating as a team | Begin to use fielding techniques with throwing and stopping and scooping up the ball<br>Throwing over/underarm and catching over various distances<br><br>Bowl attempting to hit the wicket using under/overarm<br><br>Hit a moving ball with control and some distance<br><br>Communicate and collaborate as team to beat an opponent | Positioning in a modified game to field a ball (both throwing and stopping it)<br><br>Making correct decisions with the type of throw to use in modified game. Move body into a position to catch the ball<br>Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket<br>In a competitive game begin to tactically hit/place a ball into a space<br><br>Use a variety of tactics to attack and defend in a game of quick cricket |

## Netball - Progression of Key Skills (Invasion Games)

| Reception-(through intro first PE unit)   | Year 1- (through ball skills unit)  | Year 2 (through ball skills unit)  |
|---|---|--|
| <p>Throw to self, catching a soft ball/balloon</p> <p>Experiment with rolling the ball, throw and catch to self and to a partner (hand eye co-ordination)</p> <p>Moving around at speed and changing direction</p> <p>Fun games encouraging throwing and catching different types of balls</p> <p>Passing with a partner and counting to 5 and 10</p> | <p>Catch a soft ball safely</p> <p>Pass the soft ball from chest – ‘W’ shape when passing and receiving.</p> <p>Small sided games (super hero ball) 3v3 introducing passing and receiving a ball</p> <p>Play an adapted superhero game and introduces rules</p> <p>Scoring in a variety of ways</p> | <p>Catch a ball in an adapted game</p> <p>Bounce pass from a short distance to a partner.</p> <p>Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game</p> <p>Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring.</p> <p>Scoring in a variety of ways and begin to use in a game situation</p> |

| Year 3   | Year 4  | Year 5   | Yr 6   |
|--|---|--|--|
| <p>Pass and receive a netball safely (chest and bounce pass)</p> <p>Perform a stride stop in netball</p> <p>Perform a jump stop in netball</p> <p>Perform a dodge in netball to get into a space</p> <p>Marking a player keeping on the balls of your feet</p> <p>Shooting the ball high and bending knees</p> <p>Introduce high fives game or an adapted game</p> | <p>Pass and receive stepping into the pass (chest, bounce and shoulder pass)</p> <p>Perform a stride stop with a pivot</p> <p>Perform a jump top with a pivot</p> <p>Perform two different dodges (Drive and the dodge)</p> <p>Marking a player standing side on sticking to player</p> <p>Shooting- bend knees and place hand under the ball to shoot</p> <p>Begin to understand the positions in a high five game</p> | <p>Pass and move (chest, shoulder and bounce)</p> <p>Receive the ball on the move and perform the correct footwork (stride stop,)</p> <p>Receive the ball on the move and perform the correct footwork (jump stop)</p> <p>Perform three different dodges (Drive dodge and double dodge) and receive a ball</p> <p>To defend a player and attempt to intercept a pass</p> <p>Flick my wrist to shoot into a goal</p> <p>Know where the positions are on a netball court</p> | <p>Perform a variety of passes within a game with precision and control</p> <p>Perform correct footwork in a game (stride stop with a pivot)</p> <p>Perform correct footwork in a game (jump stop with a pivot)</p> <p>Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation</p> <p>To defend a player during a game to intercept the ball</p> <p>Shoot into a goal and attempt to get the rebound if missed.</p> <p>Rotate into different positions on the court.</p> |



## Football- Progression of Key Skills (Invasion Games)

| Reception (through multi skills unit)   | Year 1- (through ball skills unit)  | Year 2 (through ball skills unit)  |
|---|---|--|
| <p>Explore stopping a ball with different parts of the body</p> <p>Experiment kicking the ball with feet to a partner</p> <p>Move a bean bag on the floor using inside of foot</p> <p>Fox and rabbits game. Object of the game is to move away from the rabbit onto a spot (finding a space)</p> <p>Passing with a partner and counting to 5 and 10</p> | <p>Stopping a ball with the inside of feet</p> <p>Pass the ball beginning to use inside of feet “toe, toe, toe, no, no, no!”</p> <p>Dribble the ball with the inside of feet</p> <p>Follow my leader – trying to stay near their partner</p> <p>Scoring point in a variety of ways in adapted games</p> | <p>Stopping a ball with the sole and inside of feet</p> <p>Pass the ball to a partner P,P,P, Plant, Pass Point to help with accuracy</p> <p>Dribble the ball with the inside of feet keeping the ball close to their body</p> <p>Tag game– trying to catch their partner</p> <p>Scoring in a variety of ways and begin to use scoring techniques game situations</p> |

| Year 3  | Year 4  | Year 5  | Yr 6  |
|---|---|---|---|
| <p>Control a ball using inside, outside and sole of feet</p> <p>Pass the ball with inside of feet with accuracy</p> <p>Dribble the ball beginning to turn with some control (inside and outside hook)</p> <p>Begin to defend making a standing tackle in a 1v1</p> <p>Kick a ball stationary past a goal keeper</p> <p>Embracing rules and playing fairly</p> | <p>Move body to correct position to stop and control a ball</p> <p>Pass the ball with inside of feet whilst on the move</p> <p>Dribble the ball using inside, outside hook and drag back beginning to accelerate</p> <p>Begin to defend making a standing tackle or intercept a pass</p> <p>Kick a ball whilst moving past a goal keeper with some accuracy</p> <p>Inspire others with fair play and being gracious in victory and defeat</p> | <p>Control the ball using <b>either</b> foot when moving</p> <p>Pass the ball with inside, front or laces on the foot</p> <p>Dribble the ball using various turns beginning to accelerate past an opponent</p> <p>Show good body position to defend and press in a 2v2 game</p> <p>Scoring using top of foot (laces)- aiming for corners of the goal</p> <p>Begin to communicate with team to develop tactics for attacking and defending</p> | <p>Move into space to receive the ball and control with either foot in a game</p> <p>Select the correct pass for various distances in a game situation</p> <p>Dribble the ball in a game situation around a defender</p> <p>Communicate with team when defending in a game -making interceptions, cover space</p> <p>To work as a team to score, shooting from various angles</p> <p>Communicate with team evaluate and recognise success to help improve individual and team performance</p> |

## Rugby- Progression of Key Skills (Invasion Games)

| Reception-(through intro first PE unit)  | Year 1- (through ball skills unit)  | Year 2-- (through ball skills unit)   |
|--|---|---|
| <p>Follow a partner to steal their bib</p> <p>Move with different objects in their hands</p> <p>Passing an object to another child</p> <p>Moving around in a space in different ways</p> <p>Scoring points with beanbag treasure in a simple hoop invasion game.</p> | <p>Play a simple game of tag</p> <p>Move with control with the ball in their hands at chest height</p> <p><b>Hand over</b> the Rugby ball sideways</p> <p>Attempt to get past a defender</p> <p>Scoring a try in a modified drill using correct technique- stay on feet using 2 hands</p> | <p>Play a tag game whilst moving at speed</p> <p>Move with the ball holding it with hands - in 'W' shape at chest height</p> <p><b>Pass</b> the ball sideways- with smile technique</p> <p>Dodge around a defender in small area</p> <p>Scoring a try in a 2v2 game in the end zone</p> |

| Year 3   | Year 4   | Year 5   | Yr 6   |
|--|--|--|--|
| <p>Tag a player in isolation using the tag belts</p> <p>Move with a ball in their hand using correct position 'dirty fingers clean palms'</p> <p>Pass the ball backwards and sideways in isolation</p> <p>Move into a space to avoid a defender through dodging techniques</p> <p>Beat a defender to score a try</p> | <p>Tag a player whilst moving using tag belts</p> <p>Move with control in a variety of directions holding the ball in the correct position.</p> <p>Pass the ball backwards/ sideways with control whilst moving</p> <p>Use speed and space to avoid a passive defender</p> <p>Beat a defender at <b>speed</b> to score a try</p> | <p>Tag more than one player using either hand whilst moving with tag belts</p> <p>Choose different pathways to move with a ball in hands against a defender</p> <p>Pass and receive the ball in a game situation</p> <p>Use speed and space to avoid an active defender</p> <p>In a game situation beat defenders to score a try</p> | <p>Tag a player using either hand when moving at full speed in a game situation</p> <p>Dodge around a defender at speed with a ball in hands avoiding being tagged</p> <p>Pass and receive the ball when in a pressurised modified game situation</p> <p>Play modified competitive games avoiding defenders</p> <p>Work as a team in a game situation to score a try</p> |

## Quicksticks Hockey- Progression of Key Skills

| Year 3  | Year 4   | Year 5   | Yr 6  |
|---|--|--|---|
| Dribble the ball holding the stick in correct position                    | Dribble the ball the ball with control   | Dribbling the ball in different directions keeping head up                                 | Dribble the ball at various speeds- both in isolation and a game situation                              |
| Perform a pass at a short distance and receive the ball with some control | Perform a short pass and begin to move into a space and receive the ball with some control | Perform a pass with control, accuracy and with movement into a space                       | Pass and move into a space with accuracy, control and speed (in isolation/game situation)               |
| Pass the ball over a longer distance                                      | Pass the ball over a longer distance with accuracy and power                               | Pass the ball over a variety of distances with some accuracy and power in a game situation | I can start to pass the ball over a variety of distances in attacking or defensive situations           |
| Begin to tackle a player safely   | Tackle a player using correct grip   | I can begin to defend against an opponent in a game situation                              | Begin to defend as an individual and communicate to defend as a team (marking and tackling)             |
| Can occasionally score whilst the ball is <b>stationary</b>               | Can occasionally score whilst the ball is <b>moving</b>                                    | Can hit a moving ball with some accuracy and control into a goal                           | I can hit a moving ball into a goal from different angles and sometimes with different levels of power. |
| Embracing rules and playing fairly  | Inspire others with fair play and being gracious in victory and defeat                     | Begin to communicate with team to develop tactics for attacking and defending              | Communicate with team evaluate and recognise success to help improve individual and team performance    |

## Swimming- Progression of Key Skills

| Beginner (KS1/KS2)   | Intermediate (KS1/KS2)  | Advanced (KS2)   | End of KS2 expectation   |
|--|---|--|--|
| <p>Enter and exit the pool in correct and safe manner by the poolside steps</p> <p>Gain confidence in water walking unaided in pool</p> <p><b>Breathing</b> technique – blowing bubbles, face in water and begin to develop technique with float</p> <p>Developing whole strokes including “doggy paddle” swim on back through kicking and sculling</p> <p>Be able to swim 5-10metres</p> <p>Gain knowledge of water safety and attempt self rescue using skills e.g. pyjama rescue in shallow water</p> | <p>Enter the pool safely by jumping in or sliding in on front. Exit the pool by the poolside steps or climbing out.</p> <p>Be confident to be able to swim across the pool without stopping</p> <p>Begin to show <b>breathing</b> technique when performing various strokes with and without a float</p> <p>Swim competently and confidently across the pool using various strokes front crawl, breaststroke and backstroke</p> <p>Be able to swim at least 25 metres</p> <p>Perform safe self rescue in water base situations e.g. pyjama rescue, float aids in deep water etc</p> | <p>Enter the pool by jumping and diving (at the deep end) safely. Exit the pool by climbing out.</p> <p>Swim confidently using various strokes on the surface and under the water</p> <p>Use advance breathing techniques in all strokes</p> <p>Swim competently and confidently using correct stroke techniques e.g. front crawl, breast stroke, backstroke and butterfly.</p> <p>Be able to swim over 25m</p> <p>Confidently perform safe self rescue skills in deep water</p> | <p>All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2.</p> <p>Each pupil is required to be able to do the following:</p> <p>Perform safe self-rescue in different water based situations</p> <p>Swim competently, confidently and proficiently over a distance of <b>at least 25 metres</b></p> <p>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> |

## Dance - Progression of Key Skills

| Reception   | Year 1  | Year 2  |
|---|---|---|
| Moving in time to happy and sad music                         | Listen to the music and begin to move in time to it                       | Move in time to the music showing some expression   |
| Experiment with different ways of moving                      | Perform basic dance movements   | Perform dance movements with control  |
| Experiment with actions at different levels                   | Perform dance movements showing some levels                               | Perform dance movements showing a <b>variety</b> of levels  |
| Moving around as different characters or animals to the music | Perform basic dance travelling movements e.g. stepping, skipping, jumping | Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing |
|   | Perform simple dance moves with some control                              | Remember simple dance steps perform with control in time to the music                               |

| Year 3                                 | Year 4  | Year 5   | Yr 6   |
|--|---|--|--|
| Collaborate to make a dance warm up    | Cooperate to make a dance warm up and take on a leadership role                 | Co-operate and collaborate to create a warm up displaying a variety of movement patterns | Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing    |
| Use a stimulus to create a dance       | Respond imaginatively to a stimulus   | I can translate ideas from a stimulus showing control and fluency                        | I can translate ideas from a stimulus into movement showing expression, precision, control and fluency |
| Dance in unison with a partner         | Dance in unison with a partner/group<br>Performing a range of movement patterns | Dance in unison in a group keeping in time with each other                               | Dance in unison in a group showing good timing, energy and strength                                    |
| Perform canon with a group             | Perform canon showing a range of movement patterns                              | Dance in canon showing good timing   | Dance in canon in a group showing good timing, energy and strength                                     |
| Use some different levels and pathways | Perform a variety of levels and pathways in a dance                             | Perform using a variety of levels and using the space                                    | Use levels, travelling and space with timing and musicality  |