**Progression and Milestones**

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Fundamentals** | Run and stop with control  Explore skipping as a travelling action  Jump and hop with bent knees  Throwing larger balls and beanbags into a space  Balance whilst stationary and on the move  Change direction at a slow pace  Explore moving different body parts together | Attempt to run at different speeds showing an awareness to technique  Begin to link running and jumping movements with some control  Jump, leap and hop and choosing which allows them to jump the furthest  Throw towards a target  Show some control and balance when travelling at different speeds  Begin to show balance and co-ordination when changing direction  Use co0ordination with and without equipment | Show balance and co-ordination when running at different speeds  Link running and jumping movements with some control and balance  Show hopping and jumping movements with some balance and control  Change technique to throw for distance  Show control and balance when travelling at different speeds  Demonstrates balance and co-ordination when changing direction  Perform actions with increased control when co-ordinating their body with and without equipment | Show balance, co-ordination and technique when running at different speeds, stopping with control  Link running, hopping, and jumping actions using different take offs and landing  Jump for distance and height with an awareness of technique  Throw a variety of objects, changing action for accuracy and distance  Demonstrate balance when performing other fundamental skills  Show balance when changing direction in combination with other skills  Can co-ordinate their bodies with increasing consistency in a variety of activities. | Demonstrate how and when to speed up and slow down when running  Link hopping and jump actions with some control  Jump for distance and height showing balance and control  Throw with some accuracy and power towards a target area  Demonstrate good balance when performing other fundamental skills  Show balance when changing direction at speed in combination with other skills  Begin to co-ordinate their body at speed in response to a task. | Run at the appropriate speed over longer distances or for longer periods of time  Show control at take-off and landing in more complex jumping activities  Perform a range of more complex jumps show some technique  Show accuracy and power when throwing for distance  Demonstrate good balance and control when performing other fundamental skills  Demonstrate improved body posture and speed when changing direction  Can co-ordinate a range of body parts at increased speed | Demonstrate a controlled running technique using the appropriate speed over longer distances or for long periods of time  Link running, jumping, and hopping actions with greater control and co-ordination  Perform jumps for height and distance using good technique  Show accuracy and good technique when throwing for distance  Show fluency and control when travelling, landing, stopping, and changing directions  Change direction with a fluency action and can transition smoothly between varying speeds.  Can co-ordinate arrange of body parts with a fluent action at a speed appropriate to the challenge. |
| **Dance** | Copy basic body actions and rhythms  Choose and use travelling actions, shapes, and balances  Travel in different pathways using the space around them  Begin to use dynamics and expression with guidance  Begin to count to music | Copy, remember and repeat actions.  Choose actions for an idea.  Use changes of direction, speed, and levels with guidance  Show some sense of dynamic and expressive qualities  Begin to use counts | Copy, remember and repeat a series of actions  Select from a wider range of actions in relation to a stimulus  Use pathways, levels, shapes, directions, speeds, and timings with guidance.  Use mirroring and unison when completing actions with a partner  Show a character through actions, dynamics, and expression.  Use counts with help to stay in time with the music | Copy, remember and preform a dance phrase  Create short dance phrases that communicate idea.  Use cannon, unison, and formation to represent an idea  Match dynamic and expressive qualities to a range of ideas  Use counts to keep in time with a partner and group. | Copy, remember and adapt set choreography  Choreography considering structure individually, with a partner and in a group.  Use action and reaction to represent an idea  Change dynamics to express changes in character or narrative  Use counts when choreographing short phrases. | Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.  Choreography phrases individually and with others considering actions, dynamics, space, and relationships in response to a stimulus  Confidently perform choosing appropriate dynamics to represent an idea.  Use counts accurately when choreographing to perform in time with others and the music | Perform dances confidently and fluently with accuracy and good timing  Work creatively and imaginatively, with a partner or in a group to choreograph longer phrases and structure dance considering actions, space, relationship, and dynamics in relation to a theme  Improvise and combine dynamics demonstrating an awareness of the impact on performance  Use counts when choreographing and performing to improve the quality of work. |
| **Gymnastics** | Create shapes showing a basic level of stillness using different parts of their bodies  Being to take weight on different body parts  Show shapes and actions that stretch their bodies  Copy and link simple actions together. | Perform balances making their body tense, stretched, and curled  Take body weight on hands for short periods of time  Demonstrate poses and movements that challenge their flexibility  Remember, repeat, and link simple actions together. | Perform balances on different body parts with some control and balance  Take body weight on different parts of their bodies with and without apparatus  Show increased awareness of extension and flexibility in actions  Copy, remember, repeat, and plan linking simple actions with some control and technique | Complete balances with increasing stability, control, and technique  Demonstrate some strength and control when taking weight on different body parts for longer periods of time  Demonstrate increased flexibility and extension in their actions  Choose actions that flow well into one another on and off apparatus | Use body tension to perform balances both individually and with a partner  Demonstrate increasing strength, control and technique when taking own and others weight  Demonstrate increased flexibility and extension in more challenging actions  Plan and perform sequences showing control and technique with and without a partner | Show increasing control and balance when moving from one balance to another  Use strength to improve the quality of an action and the range of actions available  Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.  Create and perform more complex sequences of actions with a good level of quality, control, and technique with and without a partner. | Combine and perform more complex balances with control, technique, and fluency  Demonstrate more complex actions with a good level of strength and technique  Confidently transition from one action to another showing appropriate control and extension for the complexity of the action  Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills |
| **Games** | Drop and catch with two hands  Move a ball with feet  Throw and roll a variety of beanbags and larger balls to space  Kick larger balls to space  Stop a beanbag or larger ball sent to them with their hands  Attempt to stop a large ball sent to them using feet  Hit a ball with hands  Run and stop when instructed  Move around showing limited awareness of others  Make simple decisions in response to a situation | Drop and catch a ball after one bounce on the move  Move a ball using different parts of the foot  Throw and roll towards a target with some varying techniques  Kick towards a stationary target  Catch a beanbag and a medium- sized ball  Attempt to track balls and other equipment sent to them  Strike a stationary ball using a racket  Run, stop, and change direction with some balance and control  Recognise space in relation to others  Begin to use simple tactics with guidance | Dribble a ball with two hands on the move  Dribble a ball with some success, stopping it when required  Throw and roll towards a target using varying techniques with some success  Show balance when kicking towards a target  Catch an object passed to them, with and without a bounce  Move to track a ball and stop it using feet with limited success  Strike a ball using a racket  Run, stop, and change direction with balance and control  Move to space to help score goals or limit other scoring  Use simple tactics | Dribble the ball with one hand with some control in game situations  Dribble the ball with feet with some control in game situations  Use a variety of throwing techniques in game situations  Kick towards a partner in game situations  Catch a ball passed to them using one and two hands with some success  Receive a ball sent to them using different parts of the foot  Strike a ball with varying techniques  Change direction with increasing speed in game situations  Use space with some success in game situations  Use simple tactics individually and within a team | Link dribbling the ball with other actions and increasing control  Change direction when dribbling with feet with some control in game situations  Use a variety of throwing techniques with increasing success in game situations  Catch a ball passed to them using one or two hands with increasing success  Receive a ball using different parts of foot under pressure  Strike a ball using varying techniques with increasing accuracy  Change direction to lose an opponent with some success  Create and use space with some success in game situations  Use simple tactics to help their team score or gain possession | Use the dribbling to change the direction of play with some control under pressure  Dribble with feet with some control under increasing pressure  Use a variety of throwing techniques with some control under increasing pressure  Use a variety of kicking techniques with some control under increasing pressure  Catch and intercept the ball using one and two hands with some success in game situations  Receive a ball using different parts of the foot under pressure with increasing control  Strike a ball using a wider range of skills. Apply these with some success under pressure  Use a variety of techniques to change direction to lose an opponent  Create a space for self and others with some success  Understand the need for tactics and can identify when to use them in different situations | Use dribbling to change the direction of play with control under pressure  Uses a variety of dribbling techniques to maintain possession under pressure  Use a variety throwing techniques including fake passes to outwit an opponent  Select and apply the appropriate kicking technique with control  Catch and intercept a ball using one and two hands with increasing success in game situations  Receive a ball consideration to the next move  Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure  Confidently change direction to successfully outwit an opponent  Effectively create and use space for self and others to outwit an opponent  Work collaboratively to create tactics within their team and evaluate the effectiveness of these |
| **OAA** | N/A | N/A | N/A | Follow instructions from a peer and give simple instructions  Work collaboratively with a partner and a small group, listening to and accepting other ideas  Plan and attempt to apply strategies to solve problems  Orientate and follow and diagram/map  Reflect on when and why challenges are solved successfully and use others success to help them to improve | Accurately follow instructions given by a peer and give clear and usable instructions to a peer  Confidently communicate ideas and listen to others before deciding on the best approach.  Plan and apply strategies to solve problems  Identify key symbols on a map and use a key to help navigate around a grid  Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements | Use clear communication when working in a group and taking on different roles  Begin to lead others, providing clear instructions  Plan and apply strategies with others to more complex challenges  Orientate a map confidently using it to navigate around a course  Explain why particular strategy worked and alter methods to improve | Communicate with others clearly and effectively when under pressure  Confident to lead others and show consideration of including all within a group  Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem  Confidently and efficiently orientate a map, identifying key features to navigate around a course  Accurately reflect on when challenges are solved successfully and suggest well thought out improvements |

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| **Swimming** | Beginners | Developers | Intermediate |
|  | Swim competently over 10m.  Perform a recognised stroke on my front or back | Swim competently and confidently of 15m  Perform a recognised stroke on my front or back | Swim competently and proficiently of 25m  Use a range of strokes effectively  Perform safe self-rescue |

Milestone 1 (EYFS-KS1)

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| **Games** | **Gymnastics** | **Dance** |
| **Movement**   * Perform locomotion skills (running. Jumping, hopping, skipping, etc) using a mature pattern. * Throw underarm in a mature pattern * Develop an overarm throw * Catch a large ball without cradling or trapping it against the body * Dribble a ball with hands or feet, while moving slowly in their own space. * Kick a stationary ball from a short run-up * Strike a ball off a tee with a bat * Strike a ball with a short-handed bat * Send an object towards a target * Chase and retrieve a moving ball. * Jump and land safely * Change Direction * Use the ready position   **Tactics**   * Make simple decisions e.g. which target to aim for * Use the terms opponent and teammate * Vary fundamental movement skills by using the movement adaptions of how, where and with whom or what e.g. how much fore to sue when aiming at a target * Decide when and where to pass * Keep possession by passing and receiving a ball * Recognise space on a court or pitch * Use a abase positions * Decide which base to pass to depending on position and opponent. | **Movement**   * Copy and remember actions * Travel in a variety of ways (walking, running, hopping) * Balance on a variety of large and small body parts (back, tummy, hands and feet). * Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll. * Link movements together into a short sequence using floor and apparatus. * Remember, repeat, and be able to refine movements in a sequence. * Climb safely in equipment. * Jump in a variety of ways (straight jump, tuck jump and star jump) and land with increasing control and balance * Take some weight on hands e.g. in a bunny hop. * Set up apparatus safely * Vault on to a bench.   **Tactics**  Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence e.g. perform a tucked roll at a low level and a star jump at a high level.   * Make decisions on which actions are best performed on apparatus * Make decisions on the choice of actions to be performed ensuring smooth links. | **Movement**   * Perform a range of actions with control and coordination * Respond with different ways of moving to a variety of stimuli e.g. music, song or book * Link actions to perform short dances * Repet and remember simple movements patterns * Demonstrate stillness in a range of shapes * Explore actions that express ideas for a dance. * Use a prop such as a scarf to experiment with moving.   **Tactics**   * Apply movement adaptions to their movements * Express emotions through facial expressions, gestures, and posture * Describe the choices of movement. * Choose which actions to change wit the movement adaptions of space, dynamics and relationships. |

**Milestone 2 (Year 3 and Year 4)**

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| Games | Gymnastics | Dance |
| * Use a variety of locomotor skills in combination with object control skills, e.g., jogging while dribbling a ball. * Be able to transition fluently from one type of locomotion skills to another. * Throw underarm to a partner or towards a target accurately. * Throw overarm for distance with increasing accuracy. * Catch a small ball thrown from a partner * Catch a large ball thrown from a partner, while on the move. * Dribble a ball with hands or feet, while changing speed and direction. * Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements while stationary initially. * Use a balance stance to stand or receive a ball. * Be able to change direction quickly.   **Tactics**   * Recognise how to use space to make it easy for a teammate * Evade an opponent * Make more complex decisions e.g. which pass to use when under pressure * Maintain possession by supporting the ball carrier * See pitch and court spaces, long and short. * Cover the court as a team * Determine when to run on or stop at a base. | * Travel in a variety of ways (skipping, galloping) * Balance on a variety of large and small body parts (front, back, and side support, shoulder stand). * Move in a clear, fluent, and expressive manner. * Work alongside, away from and towards a partner. * Perform a variety of rolls (teddy bear, backward, straddle, forward, dish and arch rolls). * Take weight on hands (progression towards a cartwheel). * Use the 5 basic jumps and vary them using turns and shape. * Perform simple partner balances (simple contact, no weight bearing), matching, mirroring, and contrasting. * Vault on to a small box placed longways.   **Tactics**   * Design sequences to demonstrate fluency, changes in dynamics, shape, and level, both individually and with a partner. * Link a variety of movements into a sequence of ten movements include floor and apparatus, starting and finishing positions and simple partner balances. * Choose skills which both partners can perform well * Choose when and how to use techniques like unison and canon to add interest to the sequence * Use the apparatus to support more complex movements e.g. handstand against a movement table. | * Choreograph a sequence of between four and six movement, which can be recalled and repeated. * Use real-life situations or stimuli e.g. poem or picture, as a basis to create imaginative movements. * Participate in a group dance and talk about individuals and group contributions. * Identify and describe shapes and pathways within a dance. * Identify and describe dance styles from different eras. * View and describe dances from other cultures and know where they come from. * Demonstrate a simple dance for a different culture * Describe what they like or dislike about a dance.   **Tactics**   * Perform expressively by varying the movements in a sequence, using dynamics, space, and relationships. * Express emotions with realistic emotions eg. Stamp when angry, skip when happy. * Explain how a movement can represent an idea. * Create movements and phrases that convey a definite idea or sequence of events. * Structure a dance to tell a story. * Use action reaction techniques * Use compositional devices of canon and unison * Choose the order of the dance for maximum spectator impact. |

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| Athletics | Outdoor and Adventurous Activities |
| * Accelerate and decelerate quickly, demonstrating control and stability. * Sprint over short distances * Run over a long distance, demonstrating endurance. * Run with a good rhythm and coordination over small obstacles. * Use a range of throwing techniques (pull, push, and sling. * Throw for distance within a marked zone * Jump of height and distance, show control in landings * Perform jump combinations with rhythm and control * Complete against self, aiming to improve personal best performances.   **Tactics**   * Choose a sequence to combine jumps efficiently * Make decisions about the best take-ff leg * Vary the place to sustain running over a period. * Make decisions on how to increase the height and distance of a throw. | * Use maps and diagrams to orientate themselves and travel around a simple course. * Complete a star orienteering activity. * Find solutions to problems and challenges * Show resilience when plans do not work and initiative to try new ways of working. * Take part in activities in the natural world. * Work confidently in familiar and changing environments * Arrive properly equipped for outdoor and adventurous activity.   **Tactics**  Choose the best place for running between checkpoints  Choose the best methods of communicating with a partner  Work out a strategy as a team. |

**Milestone 3 (Year 5 and Year 6)**

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| Games | Gymnastics | Dance |
| * Demonstrate a mature pattern in a variety of locomotion skills during small -sided games and activities * Use a variety of locomotion and object-control skills to score in small-sided games * Throw in a variety of ways, and accurately towards a number of different targets, including moving targets. * Catch the ball in a variety of positions (high, low, near to the body) and with different degrees of force * Pass and receive a ball with the feet, hands or implement while on the move. * Maintain a rally with a partner. * Change levels and pathways quickly and fluently. * Move an opponent around by throwing into space. * Dribble a ball with hands or feet, while changing speed and direction, fluency and efficiently.   **Tactics**   * Defend a space or a player * Employ feinting * Work within the strategy of the team * Support the ball carrier while moving towards a forward target. * Move into space, making decisions on when and where to move. * Use a quick outlet pass when appropriate. * Make ‘power versus accuracy’ decisions * Use a variety of shots for short and long delivery. * Shift to cover space * Decide when and if bases need to be covered * Communicate effectively during a game. * Adjust backswing, step and approach relative to requirements of the shot. | * Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression. * Create a sequence with a partner/small group to include simple partner balances * Practise and refine the gymnastics techniques used in performances. * Participate in a variety of gymnastics disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics. * Vault on to a box placed sideways.   **Tactics**   * Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry, and asymmetry to add interest to a sequence. * Enter and exit actions in a variety of ways, e,g, arabesque into a forward roll * Evaluate the quality of a gymnastics sequence * Make choices on actions to be performed based on the ability of the whole group. * Choose group balances which can be exited and entered fluently. | * Choregraph a short dance based upon a specific theme or idea. * Create a dance with a clear beginning, middle and end * Choose appropriate music to accompany the dance. * Experiment with alternative and imaginative ways of moving, by asking ‘How about’ questions * Identify and discuss how dynamics are used within a dance. * Compare and contrast dances for different areas and cultures. * Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community. * Perform a dance from a different culture, demonstrating key features. * Describe and evaluate the production of dances, taking into account costume, lighting set and sound * Describe, using a range of vocabulary, how watching, or performing a dance makes them think and feel.   **Tactics**   * Use compositional devices such as counterpoint and complement * Perform expressively to illustrate a theme * Perform with focus towards an audience. * Choose contrasting dances to maintain audience interest. * Make decisions on how and when to include compositional devices for maximum impact. |

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| Athletics | Outdoor and Adventurous Activities |
| * Accelerate from a variety of static positions * Sustain jogging or running at a consistent pace for a few minutes * Pass a relay baton at speed, using correct technique * Sprint over small obstacles, maintaining aq consistent stride pattern * Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape * Perform triple jump sequences (hop, step, jump) with balance and control * Jump for distance from one foot to two feet and begin to use a short run-up * Perform a scissor jump from a short run-up * Complete against self, keeping track of personal best performances, setting targets for improvement.   **Tactics**   * Adjust pace to ensure the whole team can sustain the timed run * Adapt length of run-up to improve the performance of the jump * Change the height of release to maximise the distance thrown. | * Plan and organise a simple orienteering trail using a variety of map, reading, compass skills and coordinates. * Participate in a range of problem-solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact, etc * Embrace both leadership and team roles and gain the commitment and respect of a team. * Seek support from the team and the experts if in any doubt * Remain positive even in the most challenging circumstances, rallying others if need be. * Select appropriate equipment for outdoor and adventurous activities.   **Tactics**   * Use a range of devices in order to orientate themselves * Quickly assess changing conditions and adapt plans to ensure safety comes first * Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. * Make decisions on pacing to ensure fastest completion of the course. |