



Sheldwich Primary School Physical Progression Map



Skills	Pre-School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Games (Invasion Games, Strike/Field Games and Net/Wall Games.)	-To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. -To increasingly follow rules, understanding why they are important. -To remember rules without needing an adult to remind them. - To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -To start taking part in some group activities which they make up for themselves, or in teams.	-To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. -To drop and catch a ball with two hands. -To move a ball with feet. -To throw and roll a variety of beanbags and larger balls to a space. -To kick larger balls to a space. -To stop a beanbag or large ball sent to them using hands. -To attempt to stop a large ball sent to them using feet. -To hit a ball with hands. -To run and stop when instructed. - To move around showing limited awareness of others. -To make simple decisions in response to a situation.	-To throw underarm - To throw and catch with both hands. - To throw and kick in different ways. -To drop and catch a ball after one bounce on the move. -To move a ball using different parts of the foot. -To throw and roll towards a target with some varying techniques. -To kick towards a stationary target. -To dribble a ball with two hands on the move. -To catch a beanbag and medium sized ball. - To move and stop safely. -To attempt to track balls and other equipment sent to them. -To strike a stationary ball using a racket, -To run, stop and change direction with some balance and control,	-To dribble a ball with some success, stopping when required. -To throw and roll towards a target using varying techniques with some success. -To show balance when kicking towards a target. -To catch an object passed to them, with and without a bounce. - To decide the best space to be in during a game. - To use a tactic in a game. - To follow rules in a game. -To move to track a ball and stop it using feet with limited success. -To strike a ball using a racket. -To run, stop and change direction with balance and control. -To move to space to help to score goals or limit others scoring. -To use simple tactics.	-To dribble the ball with one hand and some control in game situations. -To dribble a ball with feet with some control in game situations. -To use a variety of throwing techniques in game situations. -To kick towards a partner in game situations -To catch a ball passed to them using one and two hands with some success. - To throw and catch with control. - To be aware of space and use it to support team-mates and to cause problems for the opposition. - To know and use rules fairly. -To receive a ball sent to them using different parts of the foot. -To strike a ball with varying techniques. -To change direction with increasing speed in game situations.	-To link dribbling the ball with other actions with increasing control. -To change direction when dribbling with feet with some control in game situations. -To use a variety of throwing techniques with increasing success in game situations. -To catch a ball passed to them using one and two hands with increasing success. - To keep possession of the ball. - To vary tactics and adapt skills depending on what is happening in a game. -To strike a ball using varying techniques with increasing accuracy. -To change direction to lose an opponent	- To use dribbling to change the direction of play with some control under pressure. -To use a variety of throwing techniques with some control under increasing pressure. -To use a variety of kicking techniques with some control under increasing pressure. -To catch and intercept a ball using one and two hands with some success in game situations. - To use forehand and backhand with a racket. - To be able to field. - To choose a tactic for defending and attacking. - To use a number of techniques to pass, dribble and shoot. -To receive a ball using different parts of the foot under pressure with increasing control.	-To use dribbling to change the direction of play with control under pressure. -To use a variety of dribbling techniques to maintain possession under pressure. -To use a variety of throwing techniques included fake passes to outwit an opponent. -To select and apply the appropriate kicking techniques with control. -To catch and intercept a ball using one and two hands with increasing success in game situations. -To play to agreed rules and explain the rules to others. - To lead others in a team situation. -To be able to umpire. -To receive a ball with consideration to the next move. -To strike a ball using a wider range of skills to outwit an opponent. Apply
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	-To show a preference for a dominant hand.		-To recognise space in relation to others; To begin to use simple tactics with guidance.		-To use space with some success in game situations. -To use simple tactics individually and within a team.	with some success. -To create and use space with some success in game situations. -To use simple tactics to help their team score or gain possession.	-To strike a ball using wider range of skills. Apply these with some success under pressure. -To use a variety of techniques to change direction to lose an opponent. -To create and use space for self and other with some success. -To understand the need for tactics and can identify when to use them in game situations.	these with increasing control under pressure. -To confidently change direction to successfully outwit and opponent. -To effectively create and use space for self and others to outwit and opponent. -To work collaboratively to create tactics within their team and evaluate the effectiveness of these.
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Gymnastics	-To go up steps and stairs, or climb up apparatus, using alternate feet. - To skip, hop, stand on one leg and hold a pose for a game like musical statues. -To match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	-To revise and refine the fundamental movement skills they have already acquired: -rolling, running, crawling, hopping, walking, skipping, jumping, climbing- -To develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. -To combine different movements with ease and fluency. - To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. -To develop overall body strength, balance, coordination and agility. - To negotiate space and obstacles safely, with consideration for themselves and others. -To demonstrate strength, balance and	-To perform balances making their body tense, stretched and curled. -To take body weight on hands for a short period of time. -To demonstrates poses and movements that challenge flexibility. -To remember, repeat and link simple actions together. - To control body when travelling and balancing. - To copy sequences and repeat them. -To roll, curl, travel and balance in different ways.	- To perform balances making their body with some control and balance. -To take body weight on different parts of the body, without an apparatus. -To show increased awareness of extension and flexibility in actions. -To copy, remember, repeat and plan linking simple actions and some control techniques. - To improve sequences based on feedback. - To think of more than one way to create a sequence which follows some 'rules.' - To work on my own and with a partner.	-To complete balances with increasing stability, control and technique. -To demonstrate some strength and control when taking weight on different body parts for longer periods of time. -To demonstrate increased flexibility and extension in their actions. -To choose actions that flow well into one another in a sequence, both on and off apparatus. -To adapt sequences to suit different types of apparatus and criteria. - To explain how strength and suppleness affect performances. - To compare and contrast gymnastic sequences.	-To complete balances with increasing stability, control and technique. -To demonstrate some strength and control when taking weight on different body parts for longer periods of time. -To demonstrate increased flexibility and extension in their actions. -To choose actions that flow well into one another in a sequence, both on and off apparatus. - To work In a controlled way. - To include change of speed and direction. - To include a range of shapes. - To work with a partner to create, repeat and improve a sequence with at least three phases.	-To throw increasing control and balance when moving from one balance to another. -To use strength to improve the quality of an action and the range of actions available. -To use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. -To create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. -To make complex extended sequences. - To combine action, balance and shape. - To perform consistently to different audiences.	-To show increasing control and balance when moving from one balance to another. -To use strength to improve the quality of an action and the range of actions available. -To use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. -To create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. - To combine their own work with that of others. - To choose my own music and style.
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		coordination when playing.						
Dance	To be increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	-To explore, use and refine a variety of artistic effects to express their ideas and feelings. -To return to and build on their previous learning, refining ideas and developing their ability to represent them. -To create collaboratively, sharing ideas, resources and skills. -To listen attentively, move to and talk about music, expressing their feelings and responses. -To watch and talk about dance and performance art, expressing their feelings and responses. -To explore and engage in music making and dance, performing solo or in groups.	-To copy, remember and repeat actions. -To choose actions for an idea. -To use changes of direction, speed and levels with guidance. -To show some sense of dynamic and expressive qualities. -To begin to use counts - To move to music. - To copy dance moves. - To perform own dance moves. - To make up a short dance. - To move safely in a space.	-To copy, remember and repeat a series of actions. -To select from a wider range of actions in relation to stimulus. -To use pathways, levels, shapes, directions, speeds and timings with guidance. -To use mirroring when completing actions with a partner. -To show a character through actions, dynamics and expression. -To use counts with help to stay in time with the music. - To change rhythm, speed, level and direction in the dance. - To dance with control and coordination. - To make a sequence by linking sections together. - To use dance to show a mood or feeling.	- To improvise freely and translate ideas from a stimulus into movement. - To share and create phrases with a partner and small group. - To repeat, remember and perform phrases.	-To copy, remember and adapt set choreography. -To create and choreograph structure individually, with a partner and in a group. -To use action and reaction to represent an idea. -To change dynamics to express changes in character or narrative. -To use counts when creating short phrases. -To use canon and formation to represent an idea. - To take the lead when working with a partner or group. - To use dance to communicate and idea.	- To compose own dances in a creative way. - To perform to an accompaniment. - To do individual dance shows clarity, fluency, accuracy and consistency.	-To perform dances confidently and fluently with good timing and accuracy. -To work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structured dance considering space, actions, relationships and dynamics in relation to the theme. -To improvise and combine dynamics demonstrating an awareness of the impact of the performance. -To use counts when choreographing and performing to improve the quality of work. - To develop sequences in a specific style. - To choose my own music and style.

Athletics		-To move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -To run and stop with some control. -To explore skipping as a travelling action. -To jump and hop with bent knees. -To throw larger balls and beanbags into space. -To balance whilst stationary and on the move. -To change direction at slow pace. -To explore moving different body parts together. -To throw towards a target. -To show some control and balance when travelling at different speeds.	-To attempt to run at different speeds showing an awareness of technique. -To begin to link running and jumping movements with some control. -To jump, leap and hop and choosing which allows them to jump the furthest. -To throw towards a target. -To show some control and balance when travelling at different speeds. -To begin to show balance and co-ordination when changing direction. -To use co-ordination with and without equipment.	-To show balance and co-ordination when running at different speeds. -To link running and jumping movements with some control and balance. -To show hopping and jumping movements with some balance and control. -To change technique to throw for distance. -To show control and balance when travelling at different speeds. -To demonstrates balance and co-ordination when changing direction. -To performs actions with increasing control when co-ordinating their body with and without equipment.	-To show balance, co-ordination and technique when running at different speeds, stopping with control. -To link hopping, running and jumping actions using different take offs and landing. -To jump for distance and height with an awareness of technique. -To throw a variety of objects, changing action for accuracy and distance. -To demonstrate balance when performing other fundamental motor skills. -To show balance when changing directions with other skills. -To co-ordinate their bodies with increased consistency in a variety of activities. - To run at fast, medium and slow speeds: changing	-To demonstrate how and when to speed up and slow down when running. -To link hopping and jumping actions with some control. -To jump for distance and height showing balance and control. -To throw with some accuracy and power towards a target area. -To demonstrate good balance when performing other fundamental skills. -To show balance when changing direction at speed in combination with other skills. -To begin to co-ordinate their bodies at speed in response to a task. - To run over a long distance.	-To run at the appropriate speed over longer distances for longer periods of time. -To show control at take-off and landing in more complex jumping activities. -To perform a range of more complex jumping techniques showing some technique. -To show accuracy and power when throwing for distance. -To demonstrate good balance and control when performing other fundamental skills. -To demonstrate improved body posture and speeds when changing direction. -To coordinate a range of body parts at increased speed. - To show control when taking off and landing. - To throw with accuracy. - To combine running and jumping.	-To demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. -To link running, jumping and hopping actions with greater control and co-ordination. -To perform jumps for height and distance using good technique. -To show accuracy and good technique when throwing for a distance. -To show fluency and control when travelling, landing, stopping and changing direction. -To change direction with a fluent action and can transition smoothly between varying speeds. -To co-ordinate a range of body parts with a fluent action at speed appropriate to the challenge. - To demonstrate stamina.
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					speed and direction. - To take part in a relay, remembering when to run and what to do.	- Sprint over a short distance. - Throw in different ways. - Hit a target. - Jump in different ways.		
Swimming							-To be able to swim competently, confidently and proficiently over a distance of at least 25 metres. -To use a range of strokes effectively e.g. front crawl, backstroke and breaststroke. -To perform safe self-rescue in different water-based situations.	
OAA					To use clear communication when working in a group and taking on different roles. -To begin to lead others, providing clear instructions. -To plan and apply strategies with others to more complex challenges. -To orientate a map using it to navigate around a course. -To explain why a particular strategy worked and alter methods to improve.		-To communicate with others clearly and effectively when under pressure. -To confidently lead others and show consideration of including all within a group. -To use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. -To confidently and efficiently orientate a map, identifying key features to navigate around a course. -To accurately reflect on when challenges are solved successfully	

								and suggest well thought out improvements.
Health and Fitness		-To manage their own needs. -personal hygiene -To know and talk about the different factors that support overall health and wellbeing: -regular physical activity - To understand the need for varied and healthy foods; - To understand their own needs - hunger/toilet/ personal hygiene; - To understand the importance of physical exercise and talk about different ways to keep healthy and safe. -To be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. -To explain the reasons for rules, know right from wrong and try to behave accordingly. -To manage their own basic hygiene	-To describe the effect exercise has on the body. -To explain the importance of exercise and a healthy lifestyle. -To describe how my body feels before, during and after exercise.	-To describe the effect exercise has on the body. -To explain the importance of exercise and a healthy lifestyle, linking to food choices and types. -To understand the need to warm up and cool down.	-To describe the effect exercise has on the body. -To explain some of the main principles when preparing to exercise. -To explain the importance of exercise and a healthy lifestyle. -To understand the need to warm up and cool down. -To explain how their body reacts to different types of exercises. -To explain why we need regular and safe exercise and understand the effect on the body when this does not happen.			

		and personal needs, including dressing.			
EYFS Development Matters	- To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. - To increasingly follow rules, understanding why they are important. - To remember rules without needing an adult to remind them. - To use large-muscle movements to wave flags and streamers, paint and make marks. - To choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - To be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. - To respond to what they have heard, expressing their thoughts and feelings.				