Brennand’s Endowed Primary School

Progression of Skills

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|  | EYFS | Year1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Fundamental Movement skills | Start to perform fundamental skills at an emerging level  Travelling Skills   * Running fast * Hopping on both feet   Sending Skills   * Roll a ball underarm * Overarm throw * Bounce a ball   Receiving Skills   * Catch a large ball | Perform fundamental movement skills at a developing level  Travelling Skills   * Running fast * Hopping on both feet * Skipping * Side Galloping   Sending Skills   * Roll a ball underarm * Underarm throw * Overarm throw * Bounce a ball   Receiving Skills   * Catch a large ball | Perform fundamental movement skills at a developing level and start to master basic movements;  Travelling Skills   * Running fast * Dodging * Hopping on both feet * Skipping * Side Galloping   Sending Skills   * Roll a ball underarm * Underarm throw * Overarm throw * Bounce a ball * Strike a ball off a tee * Strike with a drop feed   Receiving Skills   * Catch a large ball | Master fundamental skills start to develop sport specific skills and preform them with some accuracy. | Master fundamental skills start to develop sport specific skills and preform them with consistency and accuracy. | Master fundamental skills start to develop sport specific skills and preform them with consistency and accuracy confidence and control. | Master fundamental skills start to develop sport specific skills and preform them with consistency and accuracy confidence and control and speed. |
| Games | Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction and obstacles. | To use simple tactics to outwit an opponent  Pretend to throw one away then throw the other.  Look one way and roll the ball the other.  To throw away from the cones. | To move into a space to receive a ball. To pass a ball to a player in the space.  To throw the ball into space away from an opponent.  To strike the ball away from cones/ fielders. | Develop sport specific skills   * Chest pass * Bounce pass * Swing pass * One handed pass * Catching a ball   To know to move into a space to receive a ball. To pass a ball to a player in space when playing an invasion game. | Develop sport specific skills   * Chest pass * Bounce pass * Swing pass * One handed pass * Catching a ball   To know how to move into a space to receive a ball. To disguise a pass a ball to outwit a defender. | Develop sport specific skills   * Chest pass * Bounce pass * Swing pass * One handed pass * Catching a ball * Shooting ball * Kicking a ball * Push pass dribbling * Receiving a pass * Shooting   Attacking skills – To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass.  Defending skills – To close down space. | Develop sport specific skills   * Chest pass * Bounce pass * Swing pass * One handed pass * Catching a ball * Shooting ball * Kicking a ball * Push pass dribbling * Receiving a pass * Shooting   Attacking skills – To use a range of passes. To pass ahead of supporting players. To get away from a defender to receive a pass. To send the ball wide and or deep to supporting players.  Defending skills – To close down space. To intercept a pass. |
| Dance | Use movement to express feeling.  Create movement in response to music.  Initiates new combinations of movement and gesture in order to express and respond to feeling, ideas and experiences. | Create and link simple combinations of 2 /3 actions to create a sequence.  Choose appropriate movements for different ideas and repeat short dance phrases.  Copy and explore basic body actions   * Travel * Turn * Jump * Gesture * Stillness | Create and link simple combinations of 3/4 actions to create a sequence.  Link body actions and remember and repeat dance phrases.  Copy and explore basic body actions   * Travel * Turn * Jump * Gesture * Stillness   Vary Speed strength, energy and tension of movements. | Create and perform sequences of 4/6 actions smoothly.  Share and create dance phrases with a partner and in a small group repeat, remember these phrases in a dance. | Create and perform sequences of 6 actions with control and precision.  Use simple motifs and movements patterns to structure dance phrases on their own and with a partner. | Create and perform of 6 - 8 actions with a partner.  Compose motifs and movements and plan dances creatively and collaboratively in groups. | Create and perform longer sequences of actions 8-10 with a partner that show an awareness of the audience.  Work creatively and imaginatively on their own and with a partner and in a group to compose motifs and structure simple dances. |
| Gymnastics | Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping,sliding and hopping   * Mount stairs, steps or climbing equipmentuusing alternate hands * Can stand momentarily on one foot when down * Jumps off an object and lands correctly * Travels with confidence and skill around over and through balancing and climbing equipement. | Create and link combinations of 2/3 actions to create a sequence.   * Shape – wide thin * Travelling feet – jog- skip-gallop, hop,walk, forwards, backwards. * Travelling hands and feet- frog, caterpillar, bunny, crab,   Bear, crocodile  Monkey   * Balancing – front support balance on 4&3 points, large body parts- tummy, back, bottom, shoulders. * Jumping and landing 2 -3 for height * Rolling rock and roll pencil egg roll * Apparatus work | Create and link combinations of 3 / 4 actions to create a sequence.  Shape – wide thin dish arch   * Travelling feet – jog- skip-gallop, hop,walk, forwards, backwards. * Travelling hands and feet- frog, caterpillar, bunny, crab,   Bear, crocodile  Monkey   * Balancing – front support balance on 4&3 points, large body parts- tummy, back, bottom, shoulders. * Jumping and landing 2 -3 for height * Rolling rock and roll pencil egg roll teddy roll forward roll * Apparatus work | Create and link combinations of 4/6 actions smoothly  •Travelling feet – jog- skip-gallop, hop, walk, forwards, backwards.  •Travelling hands and feet- frog, caterpillar, bunny, crab,  Bear, crocodile  Monkey  •Balancing – small body parts arabesque,  Square bridge, bridge front support, back support hands and feet. Large body parts- v sit dish and arch shoulder stand  •Jumping and landing  Straight, straddle, pike, tuck, ½ turn, full turn,  •Rolling rock and roll pencil egg roll teddy roll forward roll  •Apparatus work | Create and perform sequences of 6 actions with control and precision.  •Travelling feet – jog- skip-gallop, hop, walk, forwards, backwards, side gallop, walk on tip toes,  •Travelling hands and feet- frog, caterpillar, bunny, crab, Bear, crocodile  Monkey  •Balancing – small body parts arabesque, Square bridge, bridge front support, back support hands and feet. Large body parts- v sit dish and arch shoulder stand  •Jumping and landing  Straight, straddle, pike, tuck, ½ turn, full turn,  •Rolling rock and roll pencil egg roll teddy roll forward roll  •Apparatus work | Create and perform sequences of 6-8 actions with a partner.  •Travelling feet – jog- skip-gallop, hop, walk, forwards, backwards, chasse  •Travelling hands and feet- frog, caterpillar, bunny, crab, Bear, crocodile  Monkey  •Balancing – small body parts, one foot balance, arabesque, Square bridge, bridge front support, back support hands and feet. Large body parts- v sit dish and arch shoulder stand  Balance with a partner, counter balance, counter tension.  •Jumping and landing  Straight, straddle, pike, tuck, ½ turn, full turn,  •Rolling rock and roll pencil egg roll, dish roll teddy roll forward roll  •Apparatus work | Create and perform sequences of 8-10 actions with a partner showing an awareness of their audience.  •Travelling feet – jog- skip-gallop, hop, walk, forwards, backwards, chasse  •Travelling hands and feet- frog, caterpillar, bunny, crab, Bear, crocodile  Monkey  •Balancing – small body parts, one foot balance, arabesque, Square bridge, bridge front support, back support hands and feet. Large body parts- v sit dish and arch shoulder stand  Balance with a partner, counter balance, counter tension.  •Jumping and landing  Straight, straddle, pike, tuck, ½ turn, full turn,  •Rolling rock and roll pencil egg roll, dish roll teddy roll forward roll  •Apparatus work |
| Outdoor and  Adventurous |  |  |  | * Orientate a map * Use a control card * Navigate a course safely | Travel and balance safely when carrying out challenges  Demonstrate team work skills during planning, doing and reviewing. | Know how to keep the map set or orientates when they move around a simple course.   * Know the eight points of a compass * Record information   Accurately at the control marker   * Navigate to a control marker on a score event course. | To set a map using a compass   * To practice and refine   Thumbing the set map ( Orientated)   * To set a direction of travel from the map, using a compass. * To follow instructions in order to complete an orienteering course. |
| Striking and Fielding |  | * Strike a ball off a tee * Look for space to throw, hit, run into help tem score * Understand why they need to throw or hit into a space | * Strike a ball off a tee * Strike with a drop feed * Look for a space to throw, hit,run into help tem score. * Understand the concept of aiming and the need for accuracy. * Throw or hit an object into a space to make it more difficult for their opponents. * Use a feint to try and win a game. | * Bowl underarm * Strike a ball off a tee * Catch a ball * Field a ball and return it quickly | * Bowl Underarm * Perform a straight drive * Catch a ball * Field a ball and return it quickly | * Bowl underarm * Strike off a tee * Strike a bowled bowl * Field a ball and throw back oevrarm | * Bowl Overarm * Strike a bowled ball * Field a ball and throw back oevrarm |
| Net and Wall |  | * Look for space to throw, hit, run into help tem score. * Understand why they need to throw or hit into space * Use a feint to try and win a game. | * Look for a space to throw, hit or run into help tem score. * Understand why they need to throw or hit into space. * Understand the concept of aiming and the need for accuracy. * Throw or hit and object into space to make it more difficult for their opponents. * Use a feint to try and win a game. | * Ready position * Underarm Throw * Overarm Throw * Hold a racket * Strike a ball with a racket. | • Ready position  • Underarm Throw  • Overarm Throw   * Hold a racket   •Strike a ball with a racket. | * Throwing a ball * Hold a racket correctly * Forehand * Backhand * Volley | • Throwing a ball  • Forehand  • Backhand  • Volley   * Underarm serve |
| Athletics | Start to perform fundamental skills at an emerging level   * Travelling skills * Running fast * Sending skills Rolling a ball underarm, overarm. * Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. | Perform FMS at a developing level   * Running * Hopping * Rolling a ball * Underarm throw * Jumping | Perform FMS at a developing level and start to master some basic skills   * Running * Underarm throw * Overarm throw * Push throw * Jumping for distance | Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.   * Throwing – push, pull, sling * Hop skip and jump | Master FMS skills and start to develop athletic specific skills performing them with consistency and accuracy.   * Throwing – push, pull, sling * Hop, step and jump | Continue to develop athletic specific skills and perform them with consistency accuracy, confidence, control and speed.   * Throwing – push, pull, sling, heave * Jumping- standing long jump and triple jump. * Running short and long distance. * Passing a baton in a relay | Continue to develop athletic specific skills and perform them with consistency accuracy, confidence, control and speed.   * Throwing – push, pull, sling, heave * Jumping- standing long jump and triple jump. * Running short and long distance. * Passing a baton in a relay |

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| Swimming Beginners (Non-swimmers and developing swimmers | Swimming (Developing and competent swimmers) |
| Children will learn how to swim between 10-20 metres unaided in shallow water, using their arms and legs to propel themselves. They will use one basic method to swim the distance, making sure they breathe. The will start using floats, swim over longer distances and periods of time with more controlled leg kick. They will explore freely how to move in and under water, recognise the affects their temperature and identify and describe the difference between leg and arm actions. | The children will learn to swim between 50 and 100 metres and keep swimming or 45 to 90 seconds; use three different strokes (front crawl, back stroke and breast stroke), swimming on their front and back. They will control their breathing and swim confidently and fluently on the surface and under water.  Children should know the dangers of water locally and nationally.  Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and know what to do if others get into trouble in the water. |