

Summary and Progression				Dance			
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Gross Motor</li> <li>Continue to develop their movement, balancing, riding and ball skills</li> <li>Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Fine Motor</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor</li> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Combine different movements with control, ease and fluency.</li> <li>Develop the overall body strength, co-ordination, balance and agility.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Fine Motor</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li></li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Explore space within their movements and have good spatial awareness.</li> <li>Recognise that dances can have themes and stories.</li> <li>Perform basic body actions along with music.</li> <li>Use different parts of their body to create actions.</li> <li>Remember and repeat simple movement patterns.</li> <li>Engage and work with a group or partner to perform a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different levels, speed changes, unison and cannon in basic choreography.</li> <li>Select movements that show a clear understanding of the theme/story.</li> <li>Show expressive, dynamic and rhythmic qualities in their dance.</li> <li>Use different body parts in isolation and combination and perform with control, balance and expression.</li> <li>Work as part of a group to perform a sequence.</li> <li>Perform confidently in front of a small audience.</li> <li>Begin to comment on ideas and emotions and how they can be shown through dance.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify and use different pathways and patterns to use.</li> <li>Begin to express moods and feelings throughout their dance sequence.</li> <li>Begin to use dynamics in dance routines.</li> <li>Perform movements with increased control.</li> <li>Contribute ideas to the structure of the dance and successfully create a short routine with others.</li> <li>Confidently include props and other ideas in dance routines.</li> </ul>	<ul style="list-style-type: none"> <li>Show rhythm and style when performing as an individual and with others.</li> <li>Understand how to represent themes or a story through dance.</li> <li>Perform with musicality, control and confidence.</li> <li>Refine, repeat and remember dance phrases and perform them with consistency.</li> <li>Begin to use group contact work in dance routines and do so with control.</li> <li>Use a variety of formations in dance routines.</li> <li>Explain the features of dance using the correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate levels and flight into movements.</li> <li>Begin to improve dances by adapting them to include space, rhythm and expression.</li> <li>Create and use compositional ideas confidently such as pathways, patterns and unison.</li> <li>Confidently perform in different styles of dance clearly and fluently.</li> <li>Adapt skills to meet the demands of these differing styles.</li> <li>Warm up and cool down in small groups.</li> <li>Work in small groups to collaboratively compose short dances.</li> <li>Recognise and analyse dances suggesting ways to improve using the correct terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate facial expression to communicate motion and further narrative.</li> <li>Work creatively and imaginatively on their own and in groups to create simple routines based on a stimulus.</li> <li>Participate in dances from different parts of the world and interpret them with imagination.</li> <li>Use recognised dance actions and adapt these to create movements.</li> <li>Warm up and cool down effectively and independently.</li> <li>Identify in others and themselves where good performance qualities are achieved.</li> <li>Communicate the dance idea clearly, fluently and in control.</li> </ul>

Summary and Progression				Gymnastics			
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Gross Motor</li> <li>Continue to develop their movement, balancing, riding and ball skills</li> <li>Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor</li> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Combine different movements with control, ease and fluency.</li> <li>Develop the overall body strength, co-ordination, balance and agility.</li> <li>Use their core muscle</li> </ul>	<ul style="list-style-type: none"> <li>Safely move and carry basic gym equipment.</li> <li>Make their body tense, curled, stretched and relaxed.</li> <li>Move on, off and over an object with confidence.</li> <li>Perform simple gymnastic actions and shapes.</li> <li>Begin to use travelling actions to link their sequence.</li> <li>Remember and perform a simple sequence using</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a simple sequence.</li> <li>Work on improving their flexibility and core strength.</li> <li>Execute basic actions at different levels and speeds.</li> <li>Remember the sequence and perform it with control and consistency.</li> <li>Show contrast between their shapes</li> </ul>	<ul style="list-style-type: none"> <li>Perform sequences with contrasting actions.</li> <li>Modify their actions developing pathways, directions and shapes.</li> <li>Show strength and flexibility when performing actions.</li> <li>Remember and repeat the sequence with fluidity and control.</li> <li>Begin to add apparatus into routines.</li> <li>Complete floor</li> </ul>	<ul style="list-style-type: none"> <li>Show smooth transitions and perform with fluidity.</li> <li>Perform actions such as balance, body shapes and flight with control.</li> <li>Begin to develop a range of body actions and shapes to use in longer complex sequences.</li> <li>Identify their core muscles and use them to improve the quality of their movement.</li> <li>Begin to use complex skills</li> </ul>	<ul style="list-style-type: none"> <li>Explain the importance of a warm up and explain how it relates to gymnastics.</li> <li>Create complex routines and include cartwheels and shoulder rolls.</li> <li>Follow, copy and repeat actions from their peers and adapt these for a routine.</li> <li>Create a dynamic sequence with contrasting shapes,</li> </ul>	<ul style="list-style-type: none"> <li>Lead a group warm up demonstrating the importance of strength and flexibility.</li> <li>Create complex sequences and relate them to music.</li> <li>Experience flight on and off apparatus.</li> <li>Show clarity, fluency, accuracy and consistency in isolated movements and also routines.</li> </ul>

<p>and streamers, paint and make marks</p> <ul style="list-style-type: none"> <li>• Fine Motor</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<p>strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Fine Motor</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<p>rolling, travelling, climbing and jumping.</p> <ul style="list-style-type: none"> <li>• Communicate with a partner to create a short sequence.</li> <li>• Begin to use canon and unison in their sequence.</li> </ul>	<p>and actions.</p> <ul style="list-style-type: none"> <li>• Begin to use rhythm in their sequence.</li> <li>• Comment on aspects of their own and others performances and begin to use correct terminology.</li> </ul>	<p>sequences with a great level of body tension.</p> <ul style="list-style-type: none"> <li>• Identify and explain similarities and differences in sequences.</li> <li>• Comment on others performances explaining what they did well using correct terminology.</li> </ul>	<p>in routines and execute them with precision.</p> <ul style="list-style-type: none"> <li>• Evaluate their work and implement changes.</li> <li>• Adapt their routine to work with partners and small groups.</li> <li>• Compare performances and analyse the differences using the correct terminology.</li> </ul>	<p>actions and balances, demonstrating smooth transitions.</p> <ul style="list-style-type: none"> <li>• Begin to attempt more complicated skills in isolation such as a round-off.</li> <li>• Create imaginative counter balances and counter tensions in small groups and with a partner.</li> <li>• Select a component for improvement and use guidance from others to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their strengths and weaknesses and compose a sequence which plays to these strengths.</li> <li>• Work independently and in small groups and perform confidently to an audience.</li> </ul>
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Summary and Progression		Invasion Games					
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Continue to develop their movement, balancing, riding and ball skills</li> <li>• Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Fine Motor</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Combine different movements with control, ease and fluency.</li> <li>• Develop the overall body strength, co-ordination, balance and agility.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Fine Motor</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll, slide or throw a ball or beanbag with increasing accuracy.</li> <li>• Bounce a ball to self and attempt to bounce it to others.</li> <li>• Catch a big ball individually and as part of a group.</li> <li>• Understand the term intercept and intercept a thrown ball with some success.</li> <li>• Begin to understand the term defend and make decisions about how to defend a target.</li> <li>• Participate in team games, begin to recognise rules and apply them to a competitive situation.</li> <li>• Work with others to attack and score points.</li> </ul>	<ul style="list-style-type: none"> <li>• Send and receive a ball using feet and their hands with some success.</li> <li>• Begin to look for space to pass into or run to in order to receive the ball.</li> <li>• Begin to link combinations of skills together such as dribbling and passing the ball.</li> <li>• Begin to play in a variety of positions in attack and defence.</li> <li>• Understand the term tactic and begin to apply them in a small sided game.</li> <li>• Work with a partner and a small group to develop their skills.</li> <li>• Show sportsmanship for their teammates and opponents.</li> </ul>	<ul style="list-style-type: none"> <li>• Send and receive a ball with some consistency in order to keep possession.</li> <li>• Move into space on some occasions to receive the ball.</li> <li>• Begin to use recognised passes such as chest pass and short pass in isolation.</li> <li>• Undertake the demands of different positions.</li> <li>• Begin to understand when to defend.</li> <li>• Begin to put pressure on their opponents by using simple tactics.</li> <li>• Play competitive games using basic rules.</li> <li>• Work as part of a team to attack towards a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Send and receive the ball with accuracy and control to score points.</li> <li>• Keep possession of the ball using skills such as dribbling and running with the ball.</li> <li>• Move into space to receive the ball and send the ball over long distances.</li> <li>• Show speed and endurance when playing a competitive situation.</li> <li>• Play in positions and keep to the restrictions where necessary.</li> <li>• Use tactics to perform defensively both as a team and as an individual.</li> <li>• Use recognised marking techniques in a competitive situation.</li> <li>• Use and apply the basic rules of the game.</li> <li>• Work as part of a team to attack and score in a defined area.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine basic skills such as dribbling and passing in both an isolated and a competitive situation.</li> <li>• Select and apply skills in a game situation with some consistency.</li> <li>• Use a variety of passes successfully regardless of distance.</li> <li>• Begin to understand the term 'goal side' and apply it in an isolated situation.</li> <li>• Maintain possession in a game using skills learnt in lessons.</li> <li>• Play in different positions with some success.</li> <li>• Know and understand the basic rules and apply this to a competitive game.</li> <li>• Begin to understand the term set plays and practice these in isolation.</li> <li>• Begin to use the correct terminology when explaining attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques for passing, controlling, dribbling and shooting the ball in competitive small sided games.</li> <li>• Consistently catch and stop a ball to control it.</li> <li>• Track and control a rebound from a shot.</li> <li>• Play in a variety of attacking and defensive positions with some success.</li> <li>• Begin to use set plays in a competitive situation.</li> <li>• Choose and implement attacking and defending strategies in both isolation and competitive situations.</li> <li>• Make quick decisions about choosing the skills to use.</li> <li>• Work collaboratively in a team to play and keep possession of the ball.</li> <li>• Independently lead a warm up and do so with confidence.</li> </ul>

Summary and Progression				Striking and Fielding Games			
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>Gross Motor</li> <li>Continue to develop their movement, balancing, riding and ball skills</li> <li>Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Fine Motor</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor</li> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Combine different movements with control, ease and fluency.</li> <li>Develop the overall body strength, co-ordination, balance and agility.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Fine Motor</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Catch a medium sized ball which has been thrown over a short distance.</li> <li>Track a ball and collect it successfully.</li> <li>Intercept, retrieve and resend a ball or beanbag with some consistency.</li> <li>Retrieve a ball and return it to a base.</li> <li>Use a range of sending skills such as throwing and striking to send a ball into space.</li> <li>Self-feed a ball and strike it with their hand.</li> <li>Begin to choose where to send the ball to maximise their chance in scoring.</li> <li>Identify when a point has been scored and keep count.</li> <li>Work as part of a team to score runs.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to attempt to catch balls coming towards them in a game and catch in isolation.</li> <li>Play in different fielding positions and attempt to play as backstop/wicket keeper.</li> <li>Bowl a ball to others for them to strike successfully.</li> <li>Begin to use different types of bat and their hand to strike the ball.</li> <li>Run in a game to score points.</li> <li>Begin to make choices about where to send the ball.</li> <li>Work in small groups to field and bat.</li> <li>Sometimes display sportsmanship when playing small sided games.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills such as throwing and catching in both isolation and in a competitive situation.</li> <li>Show a ready position to catch a ball and usually do so with some success.</li> <li>Strike a stationary ball off a tee with some consistency.</li> <li>Begin to strike a bowled ball with some success.</li> <li>Explain how fielders work together to restrict batters runs.</li> <li>Begin to apply simple tactics as to where a ball is hit.</li> <li>Bowl using an underarm technique with some accuracy.</li> <li>Field as a team to return the ball to base with some success.</li> <li>Begin to identify how to improve their own and others work.</li> <li>Adhere to some basic rules of recognised games such as rounders and cricket.</li> </ul>	<ul style="list-style-type: none"> <li>Use skills such as throwing, catching and bowling in isolation and in a competitive situation consistently.</li> <li>Play with some confidence in different positions such as fielder, bowler, backstop and wicket keeper.</li> <li>Track and intercept a ball along the ground with two hands.</li> <li>Begin to track the ball and intercept it along the ground using one hand.</li> <li>Begin to field the ball and throw it back to the base with consistency.</li> <li>Choose where to strike a bowled ball with increasing consistency.</li> <li>Begin to make decisions quickly in regards to running between the bases or stumps to score runs.</li> <li>Bowl using the underarm technique with increasing accuracy.</li> <li>Use and apply the basic rules to a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>Use skills such as throwing, catching and bowling in isolation and in a competitive situation consistently and effectively.</li> <li>Begin to choose where to hit the ball to maximise the likelihood of scoring runs.</li> <li>Begin to use a variety of shots in isolation and competitive situations with some success.</li> <li>Throw with accuracy and consistency over short distances using both an underarm and overarm throw.</li> <li>Track the flight of the ball to increase their catching success.</li> <li>Begin to apply a range of simple tactics such as getting players out to restrict the attack.</li> <li>Bowl using the underarm technique consistently.</li> <li>Begin to use the overarm bowling technique with some success.</li> <li>Work collaboratively with others to both score runs in the field and restrict them.</li> <li>Use, apply and explain the basic rules in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>Use skills such as throwing, catching batting and bowling in isolation and in a competitive situation consistently and effectively and do so with control.</li> <li>Choose where to hit the ball to maximise the likelihood of scoring runs and make decisions to do so quickly.</li> <li>Strike a bowled ball and attempt a range of shots.</li> <li>Track and catch high balls in isolation and in game play.</li> <li>Play within small sided games using standard layouts.</li> <li>Lead a modified game following the correct rules.</li> <li>Use a range of tactics for attacking and defending.</li> <li>Use the overarm bowling technique with increasing accuracy.</li> <li>Work collaboratively in teams to compete against themselves and others and do so in a sportsman like manner.</li> </ul>

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Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Continue to develop their movement, balancing, riding and ball skills</li> <li>• Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Fine Motor</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Combine different movements with control, ease and fluency.</li> <li>• Develop the overall body strength, co-ordination, balance and agility.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Fine Motor</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>• Chase, stop and control balls and other objects such as beanbags and hoops.</li> <li>• Track balls and other equipment sent to them.</li> <li>• Begin to feel confident when sending a ball either using their hand or bat.</li> <li>• Begin to identify space to send a ball into.</li> <li>• Score points against opposition over a line or net.</li> <li>• Work with a partner to send and return an object.</li> <li>• Play cooperatively in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Return a ball coming towards me using their hand and sometimes their racquet.</li> <li>• Hit a ball consistently with their hand.</li> <li>• Begin to hit a ball with their racquet.</li> <li>• Identified their dominant hand and use it when handling objects.</li> <li>• Demonstrate how to send the ball in isolation with some success.</li> <li>• Begin to send the ball in competitive games with some consistency.</li> <li>• Show agility to track the ball and return it with some consistency.</li> <li>• Begin to understand what a basic serve looks like.</li> <li>• Play cooperatively in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a continuous game using throwing and catching or some simple hitting.</li> <li>• Begin to use a small range of basic racquet skills.</li> <li>• Move towards a ball to return it over the net.</li> <li>• Serve in a game with increasing consistency.</li> <li>• Demonstrate how to send the ball in isolation and in a competitive situation consistently.</li> <li>• Understand the scoring process and apply it to a game.</li> <li>• Understand the basic boundaries and begin to play using them.</li> <li>• Play over the net with increasing consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a continuous game using simple racquet techniques.</li> <li>• Begin to explore shots on their forehand and backhand with some consistency.</li> <li>• Use agility to return the ball over the net consistently.</li> <li>• Serve in a game and choose ways to make it difficult for their opponent to return it.</li> <li>• Use basic defensive tactics to defend the court like moving to different positions.</li> <li>• Understand the scoring process and play the role of umpire to keep score.</li> <li>• Work with a partner to return a served ball.</li> <li>• Play competitively with others and against others in modified games in a sportsman like manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Play modified games with confidence when sending and returning a ball.</li> <li>• Begin to apply control when returning the ball including foot placement, shot selection and aim.</li> <li>• Recognise where they should stand on court when playing on their own or with others.</li> <li>• Begin to demonstrate a variety of serves with some consistency.</li> <li>• Play a range of shots on both forehand and backhand and begin to hit the ball at the appropriate time.</li> <li>• Play with others keeping track of own scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Use forehand, backhand and overhead shots in isolation.</li> <li>• Begin to use forehand, backhand and overhead shots with more confidence in games.</li> <li>• Begin to start games with the appropriate serves.</li> <li>• Begin to make choices in games about the best shots to use with consistency.</li> <li>• Begin to apply tactics to a game.</li> <li>• Use the full scoring system individually and in small sided games.</li> </ul>

Summary and Progression				Athletics			
Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Continue to develop their movement, balancing, riding and ball skills</li> <li>• Go up steps and stairs or climb up apparatus using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Fine Motor</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Gross Motor</li> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>• Combine different movements with control, ease and fluency.</li> <li>• Develop the overall body strength, co-ordination, balance and agility.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Fine Motor</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Start and stop at speed.</li> <li>• Run in straight lines using a variety of speeds.</li> <li>• Attempt a variety of jumps taking off and landing on different foot combinations.</li> <li>• Handle and throw a variety of different objects and attempt to throw over distance.</li> <li>• Copy and repeat basic movements for extended times to develop their stamina.</li> <li>• Demonstrate some core strength when using these skills.</li> <li>• Develop agility and coordination so these skills can be completed consistently.</li> <li>• Participate as part of a team to compete in running relays.</li> <li>• Select the correct skill for the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop power, agility, coordination and balance over a variety of activities.</li> <li>• Throw and handle a variety of objects including beanbags, balls and hoops.</li> <li>• Negotiate obstacles showing increased control of body parts and limbs.</li> <li>• Use agility in running games.</li> <li>• Practice to improve skills in an isolated situation.</li> <li>• Begin to make choices about which throws are appropriate for the activities.</li> <li>• Identify areas for improvement.</li> <li>• Work cooperatively to complete running, jumping and throwing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to link running and jumping activities with some fluency and consistency.</li> <li>• Control movements and body actions in response to specific instructions.</li> <li>• Jump with height and distance and do so in a controlled and balanced manner.</li> <li>• Run at different speeds according to event and instruction.</li> <li>• Throw a variety of objects using different throws such as underarm and overarm.</li> <li>• Begin to throw accurately over larger distances.</li> <li>• Run confidently as part of a relay team.</li> <li>• Begin to understand how to measure and time on different events.</li> <li>• Compete with others and record points.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the differences between sprinting and pacing and begin to apply this when competing.</li> <li>• Throw a variety of objects with increasing accuracy.</li> <li>• Perform a range of jumps with consistency using the correct technique.</li> <li>• Confidently compete in running, jumping and throwing activities.</li> <li>• Compare their performance and others.</li> <li>• Work with others to record distance and time accurately.</li> <li>• Begin to develop control in baton exchange and analyse this as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the differences in sprinting and pacing and use this in activities.</li> <li>• Sustain pace over shorter and longer distances.</li> <li>• Perform a range of jumps using the correct techniques effectively.</li> <li>• Demonstrate a range of throwing actions using different equipment with consistency, control and accuracy.</li> <li>• Run as part of a team in a relay and demonstrate maximum pace.</li> <li>• Compare own performance with previous ones and demonstrate improvement to achieve personal best.</li> <li>• Distinguish the perfect model performance and analyse why.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the appropriate pace for different running distances and understand why this is.</li> <li>• Demonstrate accuracy and good technique when throwing over distance.</li> <li>• Have good technique and control when jumping.</li> <li>• Choose an appropriate run up distance for individual athletic events.</li> <li>• Demonstrate a changeover in a relay team with consistency.</li> <li>• Use appropriate terminology when explaining an activity to their peers.</li> <li>• Accurately and confidently score and judge across a range of athletics activities.</li> <li>• Record time and distance accurately.</li> </ul>