

Skill progression by activity – Key Stage 1

- Head -
- The thinker
 - Confident
 - Creative
 - Decision maker
 - Deep understanding
- Hand -
- The Physical
 - Physically active
 - Physical growth
 - Physical competency
 - Competitive
- Heart -
- Behaviour changer
 - Social and emotional development
 - Character and values
 - Healthy active lifestyle
 - Involved and engaged

Run Jump Throw – Athletic Activity

Run, Jump, Throw – Year1	Head	Suggest links between types of exercises e.g. training speed for different jumping activities
		Demonstrate awareness for the need to improve and attempt to improve
		Select correct skill for the situation
	Hand	Can start and stop at speed, run in straight lines using a variety of speeds
		Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.
		Handle and throw a variety of different objects and attempt to throw for distance
		Copy and repeat basic movements for extended periods of time developing stamina
		Demonstrate some core strength to hold a variety of shapes and positions
		Move a variety of objects quickly showing a range of techniques
	Heart	Developed agility and coordination skills to competently take part in a range of activities
Work partner to help improve their performance		
Head	Participate as part of a team to compete in running relays	
	Make choices about appropriate throws for different types of activity	
	Can identify areas of activities that need improvement e.g. power in throws to throw further	
Hand	Develop power, agility, coordination and balance over a variety of activities	

Run, Jump, Throw – Year2		Can throw and handle a variety of objects including quoits, beanbags, balls, hoops
		Can negotiate obstacles showing increased control of body and limbs
		Use agility in running games
		Apply skills in a variety of activities
		Practise to improve skills
	Heart	Discuss thoughts and feelings around physical challenges and what it means to be a team player
		Work cooperatively to complete running, jumping and throwing tasks
		Consider others when playing games to respect their space and boundaries

Hit Catch Run – Striking and fielding games

Hit, Catch, Run – Year1	Head	Able to identify when a point has been scored and keep count of score	
		Can choose where to send the ball to maximise chance to score	
		Can make choices where to stand in the field to restrict runs scored	
	Hand	Catch a medium sized ball thrown over a short distance	
		Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency	
		Track balls and other equipment sent to them, moving in line with the ball to collect it	
		Run between bases to score points	
		Retrieve and return a ball to a base	
		Use a range of sending skills to put ball into space	
		Able to self-feed ball to hit off hand and strike ball off cone	
	Heart	Work collaboratively to score runs showing encouragement and support	
		Show awareness of teammates fielding positions to restrict runs in a simple game scenario	
	Hit, Catch, Run – Year2	Head	Make choices about where to hit the ball
			Make tactical decisions about where to position themselves in the field
Hand		Has developed hitting skills with a variety of bats	
		Practised bowling/feeding a ball to other players	
		Run in a game to score points	
		Attempted to play the role of wicket keeper or backstop	
		Makes attempts to catch balls coming towards player in games	
Heart		Can work in small groups to field and bat	
		Display sportsmanship when competing against others	

Send & Return – Net/wall games

Send&Return – Year1	Head	Identify space to send a ball into
		Can describe how they worked with their partner to send and receive
	Hand	Able to send an object with increased confidence using hand or bat
		Move towards a moving ball to return with hand or bat
		Score points against opposition over a line/net
		Select and apply skills to win points
		Chase, stop and control balls and other objects such as beanbags and hoops
		Track balls and other equipment sent to them, moving in line with the ball to collect or return
	Heart	Work with a partner to send and return an object and play in a simple rally
		Play cooperatively in a game situation
Send&Return – Year2	Head	Decide on and play with dominant hand
		Develop tactics to outwit your opponent so they cannot return the ball
	Hand	Demonstrate basic sending skills in isolation and small games
		Show agility to track the path of ball over a line/net and move towards it
		Hit a ball using both hand and racquet with some consistency
		Return a ball coming towards them using hand or racquet
		Play in a modified game send and returning the ball over a line/net
		Start a game using basic serving skills
	Heart	Has developed hitting skills with a variety of bats

Attack, defend, compete – Invasion games

Attack,defend,compete – Yea r1	Head	Recognise rules and apply them in competitive and cooperative games
		Make decisions about how to defend a target
	Hand	Begin to engage in competitive activities
		Roll, slide or throw a beanbag or ball with accuracy
		Bounce a medium sized ball to self and attempt to bounce to others
		Attempt to intercept and catch a thrown ball
	Heart	Work in collaboration with others to attack and score points
		Identify the things that they like about exercise both in and outside of school

Attack, defend, compete	Head	– Year2	Select and apply a small range of simple tactics
		Begin to look for space to pass into or run to in order to receive	
		Select the more appropriate skill to move forwards to shoot	
	Hand	Can send a ball using feet	
		Can receive a ball using feet	
		Link combinations of skills e.g. dribbling and passing with hands in isolation and combination	
		Can send a ball using hands	
		Can receive a ball using hands	
		Can play in a variety of positions in both defence and attack	
	Heart	Work with a partner and in small groups to develop skills	
		Show awareness of teammates and opponents in games	

Gymnastics

Gymnastics	Head	– Year1	Use words such as rolling, travelling, balancing, climbing
		Decide which supporting concepts and actions to add to their sequence	
	Hand	Safely move and carry basic gym equipment such as mats and benches	
		Recognise like actions and link them together	
		Perform simple gymnastic actions and shapes	
		Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping	
		Make their body tense, relaxed, stretched and curled	
		Perform in unison and canon	
	Heart	Move on, off and over object with confidence	
		Communicate with a partner to create short sequence	
Gymnastics	Head	– Year2	Comment on aspects of own and others' performances
		Perform with control and consistency basic actions at different speeds and on different levels	
	Hand	Create and perform a simple sequence	
		Show contrasts in gymnastics shapes and actions	
		Work to improve flexibility and strength	
		Attempt to use rhythm whilst performing a sequence	
		Use core strength to link gymnastic elements e.g. back support and half twist	
Remember and repeat sequences			

	Heart	Reflect on own performance and use scoring system to judge performance
		Develop character and maturity to work in close proximity with others

Dance

Dance – Year1	Head	Confident to explore space within their dances and movements
		Recognise that dances can have themes and stories
	Hand	Perform basic body actions along with music
		Use different parts of the body, combine arm and leg actions
		Perform with an awareness of body shape required
		Remember and repeat simple movement patterns
		Move with control and show spatial awareness
		With help, compose a basic movement phrase
	Heart	Work with a partner
Engage with the class to perform marching sequence and canon		
Dance – Year2	Head	Select movements that show a clear understanding of the theme/story/idea of the dance
		Show confidence to perform in front of others
	Hand	Show some sense of dynamic, expressive and rhythmic qualities in their own dance
		Use different parts of the body in isolation and combination
		Perform with control and balance and demonstrating coordination
		Explore and use basic choreography including levels, speed changes, unison and cannon
		Move with imagination responding the music
		Perform with expression
	Heart	Attempt to work as part of a group to perform a dance
		Able to comment on ideas and emotions and how they can be portrayed through dance