



Long term progression map for Dance



*This unit links to the following strand of the National Curriculum:
Key Stage one – Perform dances using simple movement patterns*

EYFS	Year 1	Year 2
Copy basic body actions and rhythms	Copy remember and repeat actions	Copy, remember and repeat a series of actions
Choose and use travelling actions, shapes and balances	Choose actions for an idea	Select from a wider range of actions in relation to a stimulus
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities	Use mirroring in unison when completing actions with a partner
Begin to count to music	Begin to use counts	Show a character through actions, dynamics and expression.
		Use counts to help to stay in time with the music.



Long term progression map for **Fundamentals, athletics and fitness**

This unit links to the following strand of the National Curriculum:

Key Stage one – master basic movements including running, jumping and throwing.

Develop balance, agility and co-ordination, and begin to apply these in a range of activities

EYFS	Year 1	Year 2
Run and stop with some control	Attempt to run at different speeds showing an awareness of technique	Show balance and co-ordination when running at different speeds.
Explore skipping as a travelling action	Begin to link running and jumping movements with some control	Link running and jumping movements with some control and balance.
Jump and hop with bent knees	Jump, leap and hop choosing which movement allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.
Throwing larger balls and beanbags into space	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrate balance and co-ordination when changing direction
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.



Long term progression map for Games

This unit links to the following strand of the National Curriculum: through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

Key Stage one – Participate in team games, developing simple tactics for attacking and defending

EYFS	Year 1	Year 2
Drop and catch with two hands	Drop and catch a ball after one bounce on the move	Dribble a ball with two hands on the move.
Move a ball with feet	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required
Throw and roll a variety of beanbags and larger balls into a space	Throw and roll towards a target with some varying techniques	Throw and roll towards a target using varying techniques with some success.
Kick larger balls into a space.	Kick towards a stationary target	Show balance when kicking towards a target.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball	Catch an object passed to them with and without a bounce.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with bounce and control
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to a space to help score goals or limit others' scoring.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.



Long term progression map for **Gymnastics**

This unit links to the following strand of the National Curriculum:

Key Stage one – master basic movements as well as developing balance, agility and co-ordination.

EYFS	Year 1	Year 2
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense and stretched and curled.	Perform balances on different body parts with some control and balance.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts with and without apparatus.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness, extension and flexibility in actions.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.



Long term progression map for **Team Building and Outdoor Adventurous**



*This unit links to the following strand of the National Curriculum:
Key Stage one – Participate in team games, developing simple tactics*

EYFS	Year 1	Year 2
Follow simple instructions.	Follow simple instructions.	Follow instructions accurately.
Share ideas with others	Begin to work with a partner and a small group,	Work co-operatively with a partner and a small group, taking turns and listening to each other.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.
Make decisions about where to move in a space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.
Follow a path.		
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.