



Skills and Knowledge Progression Ladder for Dance



	EYFS	Year 1	Year 2
Skills	Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform on my own and with others to an audience.	Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.	Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics Space: develop the use of different pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expression in my performance.
Knowledge	Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my actions to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that if I use lots of space, it helps to make my dance look interesting.	Actions: Understand that actions can be sequences to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. Performance: Know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly.	Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamic: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of the dance. Strategy: know that if I practice my dance, my performance will improve.



Skills and Knowledge Progression Ladder for Ball Skills



	EYFS	Year 1	Year 2
Skills	Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.	Sending: roll and throw with some accuracy towards a point or a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.	Sending: roll, throw and kick a ball to hit a target Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.
Knowledge	Sending: know how to look at a target when sending a ball Catching: know how to have hand ready to catch. Tracking: know how to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the close with control.	Sending: know how to face my body towards my target when rolling and throwing. Catching: know how to watch the ball as it comes towards me. Tracking: know how to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.	Sending: know that stepping with the opposite foot to the throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it then chase it. Dribbling: know to keep my head up when dribbling to see space/opponents



Skills and Knowledge Progression Ladder for Fundamentals



	EYFS	Year 1	Year 2
Skills	Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take-off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as travelling action	Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take-off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.	Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements Jumping: demonstrate hopping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.
Knowledge	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others keeps me safe. Balancing: know that I can hold my arms out to help me balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.	Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet to keep a consistent rhythm.	Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forward will help me to balance. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me to balance when skipping without a rope.



Skills and Knowledge Progression Ladder for *Gymnastics*

	<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>
Skills	Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Shapes: explore basic shapes, straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off lo apparatus.	Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.
Knowledge	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me roll. Jumps: know that bending my knees will help me to and safely. Strategy: know that if I hold a shape and count to five people will see it clearly.	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet to and with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together, it will help my sequence.



Skills and Knowledge Progression Ladder for Invasion Games



(invasion, handball, netball, basketball, football, tag rugby and hockey)

	EYFS	Year 1	Year 2
Skills	Sending and receiving: explore sending and receiving with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking and defending: explore changing direction and tagging games.	Sending and receiving: explore sending and receiving with hands and feet. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.	Sending and receiving: developing sending and receiving with increased control Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.
Knowledge	Sending and receiving: know how to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking and defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Sending and receiving: know how to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help use when playing games. Rules: know that rules help us to play fairly.	Sending and receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive the ball, Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.