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| Kingsley St John’s CE Primary School  Subject Progression Overview | | | | | | | |
|  | FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Gymnastics | | | | | | | |
|  | Children explore basic movements, creating shapes and balances, jumps and rolls.  Begin to develop an awareness of space and how to use it  safely.  Perform basic skills on both floor and apparatus.  Copy, create, remember and  repeat short sequences.  Begin to understand using levels and directions when  travelling and balancing. | Explore and develop basic gymnastic actions on the  floor and using low  apparatus.  Develop basic skills of jumping, rolling, balancing, and travelling, individually  and in combination to create movement phrases.  Select their own actions to build short sequences and  develop their confidence in  performing.  Understand the use of levels, directions, and shapes when  travelling and balancing.  Pupils learn to use space  safely and effectively | Explore and develop basic gymnastic actions on the  floor and using apparatus.  Develop gymnastic skills of jumping, rolling, balancing  and travelling individually  and in combination to create short sequences and  movement phrases.  Develop an awareness of compositional devices when  creating sequences to include the use of shapes, levels and  directions.  Work safely with and around  others and whilst using apparatus.  Provide feedback to others and recognise elements of high-quality performance. | Develop the basic skills of rolling, jumping and  balancing and use them individually and in combination.  Explore the terms ‘extension’ and ‘body tension.'  Develop their sequence work, collaborating with others to use matching and contrasting  actions and shapes and develop linking sequences smoothly with actions that  flow. Develop their confidence to perform, considering the quality and control of their  actions. | Learn a wider range of travelling actions and include the use of pathways.  Develop more advanced actions such as inverted  movements and explore ways to include apparatus.  Demonstrate control in their behaviour to create a safe  environment for themselves and others to work in.  Work independently and in collaboration with a partner to create and develop  sequences. | Create longer sequences  individually, with a partner and a small group.  Learn a wider range of actions such as inverted movements to include cartwheels and  handstands.  Explore partner relationships such as canon and  synchronisation and matching and mirroring. Receive and provide feedback in order to make improvements on their performances.  Develop performance skills  considering the quality and  control of their actions. | Use variations in level, direction, and pathway, how to combine and link  actions, how to relate to a partner and apparatus,  when developing  sequences.  Build trust when working  collaboratively in larger groups, using formations to improve the aesthetics of their performances.  Receive and provide  feedback in order to make improvements on performances.  Develop performance  skills considering the  quality and control of  their actions. |
| Dance | | | | | | | |
|  | Explore space and how to use space safely. Explore traveling actions, shapes, and balances. Choose their own actions in response to a stimulus. Copy, repeat and remember actions. Begin to use counting to help them keep in time with the music. Explore dance through the world around them. Perform to others and begin to provide simple feedback. | Explore travelling actions, movement skills and balancing. Copy and repeat actions linking them together to make short dance phrases Understand why it is important to count to music and use this in dances. Work individually and with a partner to create ideas in relation to the theme. Perform dances and provide feedback, beginning to use dance terminology to do so. | Explore space and how their body can move to express and idea, mood, character or feeling. Expand knowledge of travelling actions and use them in relation to a stimulus. Build on their understanding of dynamics and expression. Use counts of 8 consistently to keep in time with the music and a partner. Explore pathways, levels, shapes, directions, speeds, and timing Work independently and with others to perform and provide feedback beginning to use key terminology | Create dances in relation to an idea including historical and scientific stimuli. Work individually, with a partner and in small groups, sharing their ideas. Develop their use of counting and rhythm. Learn to use canon, unison, formation, and levels in their dances. Perform to others and provide feedback using key terminology. | Create characters and narrative through movement and gesture. Gain inspiration from a range of stimuli, working individually, in pairs and small groups. Use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. | Learn different styles of dance, working individually, as a pair and in small groups. Think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Develop awareness of the historical and cultural origins of different dances. Create and perform their work. Provide feedback using the correct dance terminology and use this feedback to improve their work. Work safely with each other and show respect towards others. | Developing an idea or theme into dance choreography. Work in pairs and groups using different choreographing tools to create dances e.g., formations, timing, dynamics. Choreograph, perform, and provide feedback on dance. Think about how to use movement to convey ideas, emotions, feelings, and characters. Show an awareness of keeping others safe and will have the opportunity to lead others through short warmups. |
| Striking and Fielding Games | | | | | | | |
|  | Fundamentals Develop skills of balancing, running, hopping, jumping, travelling, and changing direction. Develop fine and gross motor skills, through handling equipment. Learn how to stay safe using space. Work independently and with a partner to complete tasks. | Striking and fielding  Develop their basic understanding of striking and fielding games such as Rounders and Cricket. Learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. Play one against one, one against two, and one against three. Learn how to score points and how to use simple tactics. Learn the rules of the games and use these to play fairly. Show respect towards others when playing competitively and develop communication skills. | | Cricket  Learn how to strike the ball into space so that they can score runs. Learn how to keep the batters’ scores low. Think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | Cricket  Develop the range and quality of striking and fielding skills and their understanding of cricket. Learn how to play the different roles of bowler, wicket keeper, fielder, and batter. Think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against | |
|  |  |  |  | Rounders  Learn how to score points by striking a ball into space and running around cones or bases. Learn how to play in different fielding roles. T Develop their throwing, catching, and batting skills. Think about how they use skills, strategies, and tactics to outwit the opposition. Work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | Rounders  Develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching, and retrieving a ball. Learn how to play the different roles of bowler, backstop, fielder, and batter and to apply tactics in these positions. Think about how they use skills, strategies, and tactics to outwit the opposition. Work with a partner and group to organise and self-manage their own games. Play with honesty and fair play when playing competitively. | |
| Invasion | | | | | | | |
|  | Ball Skills  Develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing, and catching a ball. Develop their fine and gross motor skills though a range of game play with balls. Learn to work independently and with a partner and will develop decision making and using simple tactics. | Ball Skills  Develop fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet, and kicking a ball. | | Basketball  Develop competencies in key skills and principles such as defending, attacking, throwing, catching, and dribbling. Learn to use attacking skills to maintain possession of the ball.  Playing uneven and then move onto even sided games. Understand the importance of playing fairly and keeping to the rule. Think about how to use skills, strategies, and tactics to outwit the opposition as well as learn how to evaluate their own and others’ performances, and how to identify a focus for improvement. | | Basketball  Develop key skills and principles such as defending, attacking, throwing, catching, dribbling, and shooting. Learn to use attacking skills to maintain possession as well as defending skills to gain possession.  Work collaboratively to think about how to use skills, strategies, and tactics to outwit the opposition. Develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others’ performances. | |
|  |  | Invasion  Develop the basic skills required in invasion games such as sending, receiving, and dribbling a ball. Develop understanding of attacking and defending and what being 'in possession' means. Play uneven and even sided games. Learn how to score points in games and how to play to the rules. Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | | Tag Rugby  Learn to keep possession of the ball using attacking skills. Play uneven and then even sided games, developing strategies and social skills to self-manage games. Learn the importance of playing fairly and keeping to the rules. think about how to use skills, strategies, and tactics to outwit the opposition. Learn how to evaluate their own and others’ performances and suggest improvements | | Tag Rugby  Develop key skills and principles such as defending, attacking, throwing, catching, running, and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. | |
|  |  | Fundamentals  Develop the fundamental skills of balancing, running, changing direction, jumping, hopping, and skipping, using a range of equipment. Work collaboratively with others, taking turns and sharing ideas. Observe and recognise improvements for their own and others' skills and identify areas of strength | | Netball  Learn to use a range of different passes in different situations to keep possession and attack towards goal. Learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. Persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching, and shooting. Learn key rules of the game such as footwork, held ball, contact and obstruction. | | Netball  Develop defending and attacking play during even- sided 5- a-side netball. Learn to use a range of different passes to keep possession and attack towards a goal. Work collaboratively to think about how to use skills, strategies, and tactics to outwit the opposition. Show control and fluency when passing, receiving, and shooting the ball. Learn key rules of the game such as footwork, held ball, contact and obstruction. Develop their understanding of the importance of fair play and honesty while self-managing games. | |
|  |  | Fitness  Explore and develop agility, balance, co- ordination, speed and stamina. Work independently and with others. Develop perseverance and show determination to work for longer periods of time. | |  |  |  |  |
| Net and wall | | | | | | | |
|  | Games  To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination to explore striking a ball and keeping score. To work co-operatively as a team. | Net and Wall  Develop the basic skills required in Net and Wall games. Learn the importance of the ready position. Develop throwing, catching and racket skills, learning to track and hit a ball. Learn to play against an opponent and over a net. Begin to use rules and simple tactics when playing against a partner. Demonstrate good sportsmanship and show respect towards others. | | Tennis  Develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Learn how to score points and how to use skills, strategies, and tactics to outwit the opposition. Play games independently and understand the importance of being honest whilst playing to the rules. | | Tennis  Develop their competencies in racket skills when playing Tennis. Learn specific skills such as a forehand, backhand, volley and underarm serve. Work cooperatively with others and show honesty and fair play when abiding by the rules. Develop their tactical awareness, learning how to outwit an opponent. | |
| Athletics | | | | | | | |
|  |  | Develop skills required in athletic activities such as running at different speeds, changing direction, jumping, and throwing. Pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. | Develop skills required in athletic activities such as running at different speeds, changing direction, jumping, and throwing. Pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. | Develop basic running, jumping, and throwing techniques. Complete challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. Learn about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. Learn how to measure, time and record scores. | Develop basic running, jumping, and throwing techniques. Complete challenges set for distance and time that involve using different styles and combinations of running, jumping, and throwing. Learn about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. Experience running for distance, sprinting, relay, long jump, vertical jump and javelin. | Complete challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. Think about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. Learn how to improve by identifying areas of strength as well as areas to develop. Lead when officiating activities, as well as observe and provide feedback to others. Learn the following skills and techniques associated with these athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. | Complete challenges for distance and time that involve using different styles and combinations of running, jumping, and throwing. Think about how to achieve their greatest possible speed, height, distance, or accuracy and learn how to persevere to achieve their personal best. Learn how to improve by identifying areas of strength as well as areas to develop. Lead activities when officiating, as well as observe and provide feedback to others. Learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. |
| Swimming | | | | | | | |
|  |  |  |  | To be able to swim competently for 25 minutes and to be able to demonstrate some self-help techniques. | | | |