PRIMARY SPORTS AND EDUCATION – SKILLS PROGRESSION – 2023/2024

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| Strand | Stage One | Stage Two | Stage Three | Stage Four | Stage Five | Stage Six | Stage Seven |
| Gymnastics | Show basic control and co-ordination when travelling.    Change movements and pathways to avoid others and obstacles.    Copy simple movements and  actions    Associate basic actions with words, signs and symbols.    Link and repeat simple actions    Know how to start and finish a movement or action.    Identify changes that take place when they exercise. | Show control and co-ordination when travelling and remaining still.    Find and use space safely showing awareness of others.    Remember and repeat simple actions and movements with control.    Describe movement phrases, e.g. travelling, balancing, climbing etc.    Select, link and perform simple actions    Know how to start and finish movement phrases.    Describe how they feel during and after exercise. | Travel in a range of different ways using feet, hands and feet and without feet.    Use all available space using different pathways and changes in direction.    Repeat simple sequences accurately and consistently.    Describe own and others movements, balances and body shapes, using appropriate vocabulary.    Select, link and perform with control a variety of actions.      Perform longer phrases containing a clear beginning, middle and end.    Identify when the heart rate  (pulse) and breathing quickens. | Perform actions, balances, body shapes and movements with control.    Combine an increasing range of elements with a sequence.    Combine own work with the work of others.    Identify aspects of a performance that need to be practiced.    Prepare well-structured sequences that can be performed alone or with a partner.    Plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement. | Combine and perform increasingly complex gymnastic actions, shapes and balances.    Develop an increasing range of solutions to tasks or stimulus.    Create sequences with others.    Recognise the key criteria needed to improve their own and others performance.    Prepare complex and varied sequences to perform with a partner or as part of a group.    Make longer, more complex sequences including changes of direction, level and speed, | Combine and perform a range of complex gymnastic actions, shapes and balances with control.    Share and evaluate the solutions ideas of others.    Create increasingly complex and varied sequences with others.    Use criteria to judge the quality of ideas, actions, composition and sequences.    Perform and choose from a wide range of complex and demanding actions, balances etc.    Take the lead in the preparation of a performance including complex sequences to be performed by a group. | Combine and perform a series of sequences using a range of complex actions and balances etc.    Share, evaluate and select the group’s most effective solution or idea.    Plan a series of complex sequences with others.    Formulate own criteria and evaluate the effectiveness of performances.    Analyse actions against a set criteria in order to evaluate the success of their performance.    Work as a team in the preparation of a performance through the delegation of roles and responsibilities. |
| Dance | Explore basic movements & actions.    Begin to move with expression.    Begin to select movements that reflect the dance idea.    Remember, repeat and link simple movements and phrases. | Perform a series of simple movements & actions.    Show an increasing sense of dynamic expression and rhythmic accuracy.    Select appropriate movements to support different dance ideas.    Remember, repeat short dance phrases simple dances. | Perform increasingly complex combinations of movements and actions with control.    Perform clearly and with expression showing an awareness of phrasing and music.  Select movements that demonstrate an understanding of the dance, mood and feeling.    Repeat dance phrases and simple dances with accuracy and control. | Explore, improvise and combine movements and ideas effectively.    Perform with an awareness of rhythmic, dynamic and expressive qualities.    Improvise freely alone/with a partner, translating ideas from stimuli and movement.    Create and link simple dance phrases using dance structures and motifs. | Rehearse, refine and repeat short dance sequences with style and artistic intention.    Perform to an accompaniment expressively and sensitively.    Use an increasing range of complex composition principles to create dances.    Create and structure motifs, phrases, sections and whole dances. | Refine and repeat a wide range of dances with style and artistic intention.    Demonstrate a clear sense of own dance style.    Use a range of technical and physical principles to create dances.    Show an understanding of musical structure, rhythm, mood and phrasing. | Rehearse, refine and adapt a wide range of dance.    Further develop and refine own dance style.    Use a wide range of dance principles to create dances.    Incorporate a range of musical structures, rhythms, moods and phrasing. |
| Games | Practice underarm throwing and rolling skills.    Practice simple collecting and receiving skills.      Play simple games with a partner or passive opponent.      Describe basic rules and the way to score. | Use basic underarm, rolling and hitting skills accurately.    Intercept, retrieve and stop bean bags and large balls with some consistency.    Throw, hit, kick a ball in a range of ways depending on the needs of the game.    Describe what they and others need to do in a game. | Use with accuracy underarm, overarm and hitting skills.    Track, intercept, stop and catch balls consistently.      Anticipate movements and actions of others in partner work.    Describe simple tactics and skills used in games. | Hit a bowled ball with intent and force.    Use a range of skills when attacking and defending.      Make tactical decisions while showing awareness of others.      Understand and implement a range of tactics , | Bat, bowl and field with control.      Suggest a range of skills that can be used to improve success.    Vary team and individual tactics to generate impact.      Plan and adapt team and individual tactics. | Bat, bowl and field using a  range of techniques,    Evaluate the success of skills used in order to improve play’.      Explain in detail plans for and approaches to game play.      Understand and give reasons for the use of a range of tactics. | Evaluate and suggest improvements to own/others skills.  Analyse the effectiveness of skills used.      Evaluate impact of plans and adapt in order to improve play.      Analyse the effectiveness of tactics used. |





