

Athletics Progression Ladder

Skills

Knowledge

Running: develop the sprinting action.

Jumping: develop jumping, hopping and skipping actions.
Explore safely jumping for distance and height.

Throwing: develop overarm throwing for distance.



Year
2

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Jumping: know that swinging my arms forwards will help me to jump further.

Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.

Rules: know how to follow simple rules when working with others.

Running: explore running at different speeds.

Jumping: develop balance whilst jumping and landing.
Explore hopping, jumping and leaping for distance.

Throwing: explore throwing for distance and accuracy.

Year
1

Running: understand that if I swing my arms, it will help me to run faster.

Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further.

Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.

Rules: know that rules help us to play fairly.

Running: explore running and stopping safely.

Jumping: explore jumping and hopping safely.

Throwing: explore throwing to a target.



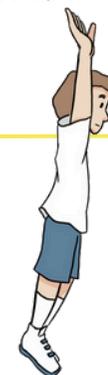
EYFS

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Jumping: know that bending my knees will help me to land safely.

Throwing: understand that bigger targets are easier to hit.

Rules: know that rules help us to stay safe.





Skills

Ball Skills Progression Ladder

Knowledge

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.



Year 2

Sending: know that stepping with opposite foot to 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 than chase it.
Dribbling: know to keep my head up when dribbling to see space/opponents.



Sending: roll and throw with some accuracy towards 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.

Year 1

Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.
Catching: know to watch the ball as it comes towards me.
Tracking: know to move my feet to get in the line with the ball.
Dribbling: know that moving with a ball is called dribbling.

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.

EYFS

Sending: know to look at the target when sending a ball.
Catching: know to have hands out ready to catch.
Tracking: know to watch the ball as it comes towards me and scoop it with two hands.
Dribbling: know that keeping the ball close will help with control.





Skills

Dance Progression Ladder

Knowledge

Actions: accurately remember, repeat and link actions to express an idea.

Dynamics: develop an understanding of dynamics.

Space: develop the use of pathways and travelling actions to include levels.

Relationships: explore working with a partner using unison, matching and mirroring.

Performance: develop the use of facial expressions in my performance.



Year
2

Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.

Dynamics: 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 my dance.

Strategy: know that if I practice my dance, my performance will improve.

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.



Year
1

Actions: understand that actions can be sequenced 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: 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 short phrases of movement in front of others.

EYFS

Actions: understand that I can move my body in different ways to create interesting actions.

Dynamics: understand that I can change my action to show an idea.

Space: know that if I move into space, it will help to keep me and others safe.

Performance: know that when watching others I sit quietly and clap at the end.

Strategy: know that if I use lots of space, it helps to make my dance look interesting.



Fitness Progression Ladder

Skills

Knowledge

- Agility:** demonstrate improved technique when changing direction on the move.
- Balance:** demonstrate increased balance whilst travelling along and over equipment.
- Co-ordination:** perform actions with increased control when co-ordinating my body with and without equipment.
- Speed:** demonstrate running at different speeds.
- Strength:** demonstrate increased control in body weight exercises.
- Stamina:** show an ability to work for longer periods of time.



Year
2

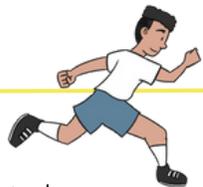
- Agility:** know using small quick steps helps me to change direction.
- Balance:** understand that I can squeeze my muscles to help me to balance.
- Co-ordination:** understand that some skills require me to move body parts at different times such as skipping.
- Speed:** know that I take shorter steps to jog and bigger steps to run.
- Strength:** know that strength helps us with everyday tasks such as carrying our school bag.
- Stamina:** know that I need to run slower if running for a long period of time.

- Agility:** change direction whilst running.
- Balance:** explore balancing in more challenging activities with some success.
- Co-ordination:** explore co-ordination when using equipment.
- Speed:** explore running at different speeds.
- Strength:** explore exercises using my own body weight.
- Stamina:** explore moving for longer periods of time and identify how it makes me feel.



Year
1

- Agility:** understand that bending my knees will help me to change direction.
- Balance:** know that looking ahead will help me to balance.
- Co-ordination:** know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.
- Speed:** understand that if I swing my arms, it will help me to run faster.
- Strength:** understand that exercise helps me to become stronger.
- Stamina:** understand that when I move for a long time it can make me feel hot and I breathe faster.



- Agility:** explore changing direction safely.
- Balance:** explore balancing whilst stationary and on the move.
- Co-ordination:** explore moving different body parts together.
- Speed:** explore moving and stopping with control.
- Strength:** explore taking weight on different body parts.
- Stamina:** explore moving for extended periods of time.



EYFS

- Agility:** know that moving into space away from others helps to keep me safe.
- Balance:** know that I can hold my arms out to help me to balance.
- Co-ordination:** know that moving my arms and legs at the same time helps me to walk, run and jump.
- Speed:** know that I use big steps to run and small steps to stop.
- Strength:** understand that I can hold my weight on different parts of my body.
- Stamina:** understand that moving for a long time can make me feel tired.

Skills

Knowledge

Running: demonstrate balance when changing direction. Clearly show different speeds when running.

Balancing: demonstrate balance when performing movements.

Jumping: demonstrate jumping 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.



Year
2

Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Balancing: understand that squeezing my muscles helps me to balance.

Jumping: know that swinging my arms forwards will help me to jump further.

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 balance when skipping without a rope.



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.



Year
1

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 bent knee.

Skipping: know that I should use the opposite arm to leg when I skip.

Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

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 a travelling action.

EYFS

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Balancing: know that I can hold my arms out to help me to 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.



Gymnastics Progression Ladder

Skills

Knowledge

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.



Year
2

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 to flow.

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 low apparatus.

Year
1

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 helps me to land 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: 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.



EYFS

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 to roll.

Jumps: know that bending my knees will help me to land safely.

Strategy: know that if I hold a shape and count to five people will see it clearly.





Invasion Games Progression Ladder

Skills

Knowledge

Sending & receiving: developing s&r 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.



Year
2

Sending & 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 a 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.



Sending & receiving: explore s&r with hands and feet to a partner.

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.

Year
1

Sending & receiving: know 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 me 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 us when playing games.

Rules: know that rules help us to play fairly.



Sending & receiving: explore s&r 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 & defending: explore changing direction and tagging games.

EYFS

Sending & receiving: know 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 & defending: know that there are different roles in games.

Tactics: make simple decisions response to a task.

Rules: know that rules help us to stay safe.



Net and Wall Games Progression Ladder

Skills

Knowledge

Hitting: develop hitting a dropped ball over a net.
Feeding: accurately underarm throw over a net to a partner.
Rallying: explore underarm rallying with a partner catching after one bounce.
Footwork: consistently use the ready position to move towards a ball.

Year 2



Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.
Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.
Rallying: know that sending the ball towards my partner will help me to keep a rally going.
Footwork: know that using a ready position helps me to react quickly and return/catch a ball.
Tactics: understand that applying simple tactics makes it difficult for my opponent.
Rules: know how to score points and follow simple rules.

Hitting: explore hitting a dropped ball with a racket.
Feeding: throw a ball over a net to land into the court area.
Rallying: explore sending a ball with hands and a racket.
Footwork: use the ready position to move towards a ball.

Year 1



Hitting: know to use the centre of the racket for control.
Feeding: know to use an underarm throw to feed to a partner.
Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.
Footwork: know that using a ready position will help me to move in any direction.
Tactics: know that tactics can help us to be successful when playing games.
Rules: know that rules help us to play fairly.

Hitting: explore hitting a ball with hands and pushing with a racket.
Feeding and rallying: explore sending and tracking a ball with a partner.
Footwork: explore changing direction, running and stopping.

EYFS

Hitting: know to point my hand/object at my target when hitting a ball.
Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it.
Footwork: know to use big steps to run and small steps to stop.
Tactics: make simple decisions in response to a task.
Rules: know that rules help us to stay safe.





Skills

OAA Progression Ladder

Knowledge

Year
2

Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of.
Navigational skills: understand that the map tells us what to do.
Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.
Reflection: verbalise when I am successful and areas that I could improve.
Rules: know how to follow and apply simple rules.



Team Building

Year
1

Problem solving: know that working collaboratively with others will help to solve challenges.
Navigational skills: know that deciding which way to go before starting will help me.
Communication: know that using short instructions will help my partner e.g. start/stop.
Reflection: identify when I am successful and make basic observations about how to improve.
Rules: know that rules help us to play fairly.

Problem solving: suggest ideas in response to a task.
Navigational skills: follow a path and lead others.
Communication: communicate simple instructions and listen to others.

Team Building

EYFS

Problem solving: make simple decisions in response to a task.
Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe.
Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.
Reflection: begin to identify when I am successful.
Rules: know that rules help us to stay safe.

Problem solving: explore activities where I have to make my own decisions.
Navigational skills: explore moving in space and following a path.
Communication: develop confidence in expressing myself.



Striking and Fielding Progression Ladder

Skills

Knowledge

Striking: develop striking a ball with their hand and equipment with some consistency.

Fielding: develop tracking a ball and decision making with the ball.

Throwing: develop co-ordination and technique when throwing over and underarm.

Catching: catch with two hands with some co-ordination and technique.

Year
2



Striking: understand the role of a batter. Know that striking quickly will increase the power.

Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.

Throwing: know that stepping with opposite foot to throwing arm will help me to balance.

Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.

Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).

Rules: know how to score points and follow simple rules.

Striking: explore striking a ball with their hand and equipment.

Fielding: develop tracking and retrieving a ball.

Throwing: explore technique when throwing over and underarm.

Catching: develop co-ordination and technique when catching.

Year
1

Striking: understand that the harder I strike, the further the ball will travel.

Fielding: know that throwing the ball back is quicker than running with it.

Throwing: know which type of throw to use to throw over longer distances.

Catching: know to watch the ball as it comes towards me.

Tactics: know that tactics can help us when playing games.

Rules: know that rules help us to play fairly.



Striking: explore sending a ball to a partner.

Fielding: explore tracking and stopping a rolling ball.

Throwing and catching: explore rolling, throwing and catching using a variety of equipment.

EYFS



Striking: know to point my hand at my target when striking a ball.

Fielding: know to scoop a ball with two hands.

Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.

Tactics: make simple decisions in response to a task.

Rules: know that rules help us to stay safe.



Swimming Progression Ladder

Skills

Knowledge

Strokes: begin to use arms and legs together, more effectively across the water unaided.

Breathing: begin to explore breathing in sync with my kicking action.

Water safety: demonstrate an awareness of water safety and float on my front and on my back.

Year
2

Strokes: understand that moving my arms quickly will help me to pass through the water.

Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.

Water safety: understand that floating uses less energy than swimming.

Rules: know how to safely enter and exit the pool.



Strokes: can swim over a 10m distance with a buoyancy aid.

Breathing: can submerge confidently in the water.

Water safety: become aware of water safety and explore floating on my front and back.

Year
1

Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.

Breathing: know that I need to take a big breath before submerging.

Water safety: understand that floating can help me to stay safe.

Rules: know that walking on poolside helps to keep me safe.



Target Games Progression Ladder

Skills

Knowledge

Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.

Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.

Striking: develop striking a ball with equipment with some consistency.



Year
2

Throwing: know that stepping with opposite foot to throwing arm will help you to balance.

Striking: know to finish with my object/hand pointing at my target.

Tactics: understand and apply simple tactics.

Rules: know how to score points and follow simple rules.

Throwing overarm: explore technique when throwing overarm towards a target.

Throwing underarm: explore technique when throwing underarm towards a target.



Year
1

Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.

Tactics: know that tactics can help us when playing games.

Rules: know that rules help us to play fairly.



Throwing: explore throwing using a variety of equipment.

Catching: explore catching using a variety of equipment.

EYFS

Throwing: know to point my hand at my target when throwing.

Catching: know to have hands out ready to catch.

Tactics: make simple decisions in response to a task.

Rules: know that rules help us to stay safe.

Yoga Progression Ladder

Skills

Knowledge

Balance: remember, copy, and repeat sequences of linked poses.

Flexibility: show increased awareness of extension in poses.

Strength: demonstrate increased control in performing poses.

Strategy: explore controlling my focus and sense of calm.



Year
2

Balance: understand that I can squeeze my muscles to help me to balance.

Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.

Strength: know that strength helps us with everyday tasks such as carrying our school bag.

Strategy: understand that I can use yoga to make me feel calm.

Balance: perform balances and poses making my body tense, stretched and curled.

Flexibility: explore poses and movements that challenge my flexibility.

Strength: explore strength whilst transitioning from one pose to another.

Strategy: recognise my own feelings in response to a task or activity.



Year
1

Balance: know that if I focus on something still, it will help me to balance.

Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.

Strength: know that I can use my strength to move slowly and with control.

Strategy: understand that yoga can make me feel happy.



Balance: explore shapes in stillness using different parts of my body.

Flexibility: explore shapes and actions to stretch my body.

Strength: explore taking weight on different body parts.

Strategy: explore my own feelings in response to an activity or task.



EYFS

Balance: know that it is easier to balance using more parts of my body than fewer parts.

Flexibility: know that I can make my body longer by reaching out with my arms and legs.

Strength: understand that I can hold my weight on different parts of my body.

Strategy: understand how movement makes me feel.