

Progression of skills in art and design for EYFS, KS1 and KS2

Subject lead: Victoria Mandy

Please use the following progression of skills map as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children's learning and development. You should focus on one of these skills each half term, although you may find some objectives cross over into other units too

EYFS Physical Education
Gross Motor Skills <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

National Curriculum objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Key Stage 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Key stage 2 Develop flexibility, strength, technique, control and balance	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music Responds to a range of stimuli.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and	Create characters and narratives in response to arrange of stimuli. Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style, demonstrating an awareness of the music's rhythm.	Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence as a result of self	Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.

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		Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	suppleness by practising moves and stretching	Confidently improvise with a partner or on their own to compose longer dance sequences. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation.	and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Perform complex moves that combine strength and stamina gained through gymnastics activities
National Curriculum objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Gymnastics</u> Key Stage 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Key Stage 2 Develop flexibility,	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Begin to notice	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Begin to use gym vocabulary to describe how to improve and refine performances. Develops strength,	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group.

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strength, technique, control and balance	with some control Can link 2-3 simple movements		<p>similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc</p>	<p>technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
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National Curriculum objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p>		
<p>Games</p> <p>Key Stage 1 Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>Key Stage 2 Master basic movements including running, jumping,</p>	<p>Can travel in a variety of ways including running and jumping.</p> <p>Begin to perform a range of throws.</p> <p>Receives a ball with basic control Begin to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Begin to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness. Begin to develop own games with peers.</p> <p>Understand the importance of rules in games.</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Begin to communicate with others during game situations.</p> <p>Uses skills with coordination and control. Develops own rules for new games.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills. Modifies competitive games.</p> <p>Compares and comments on skills to support the creation</p>

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throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending		Develop simple tactics and use them appropriately. Begin to develop an understanding of attacking/ defending	Makes imaginative pathways using the equipment. Works well in a group to develop various games. Begin to understand how to compete with each other in a controlled manner. Begin to select resources independently to carry out different skills.	Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.		of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
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<u>Athletics</u> Key Stage 1 Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a	Perform and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Show understanding and a basic level of control, combination and consistency when running. Experiment with different jumping techniques showing control, coordination or consistency throughout.		Apply and develop a broad range of athletic skills in different ways. Show control, coordination and consistency when running, jumping and throwing. Choose the appropriate running speed to meet the demands of the task. Understand the pace judgement when running over an increased distance, choosing the		Understand and apply appropriate judgement for the running distance to be covered. Run, jump, throw and catch in combination and in isolation. Combine and perform skills with control. Demonstrate a range of throwing actions eg. Push, pull, sling using different equipment. Choose the appropriate speed to run at for the distance	

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range of activities Key Stage 2 Use running, jumping, throwing and catching in isolation and in combination	Develop coordination and balance whilst exploring different running, throwing and jumping techniques. Develop the distance running technique, understanding the difference between sprinting and running over long distances.		appropriate speed to meet the demand of the task. Combine basic jump actions to form a jump combination, using a controlled jumping technique.		to be covered. Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height. Select and apply skills that meet the needs of the situation, combining and performing each skill with control and speed.	
National Curriculum objective	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Outdoor Adventurous Activity</u> Key Stage 2 Take part in outdoor and adventurous activity challenges both individually and within a team			Orientate themselves with increasing confidence and accurately around a short trail. Identify and use Effective communication to begin to work as a team. Begin to choose equipment that is appropriate for an activity.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a challenge. Communicate clearly with other people in a team. Experience a range of roles within a team and identify the key skills required to succeed at each Create a simple plan of activity for others to follow and choose	Start to orientate themselves with increasing accuracy around a large trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities as part of a team and independently. Create a plan of activity for others to follow and choose the appropriate equipment for a route that challenges others	Orientate themselves with increasing accuracy around a large trail whilst under pressure Use clear communication to effectively complete a particular role in a team. Complete orienteering activities as part of a team and independently, identifying the quickest route. Manage an orienteering event for others to compete in.

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				the appropriate equipment		
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<u>Swimming</u> Key Stage 2 Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations			Develop basic pool safety skills and confidence in water. Develop travel in vertical or horizontal position and introduce floats. Develop push and glides, any kick action on front and back with or without support aids. Develop entry and exit, travel further, float and submerge. Develop balance, link activities and travel further on whole stroke. Show breath control. Introduction to deeper water. Treading water.			