Athletics Progression Ladder

**EYFS**
- Explore running and stopping.
- Explore running on the balls of their feet.

**Year 1**
- Explore running.
- Develop balance whilst jumping and landing.

**Year 2**
- Explore running.
- Develop the sprinting technique and apply it to relay events.
- Develop the sprinting action.
- Explore rhythm when running over obstacles.
- Explore running at different speeds.
- Explore running over obstacles.

**Year 3**
- Explore running.
- Develop greater control and coordination when running.
- Effectively apply speeds appropriate for the event.
- Develop power and speed in the jumping technique.
- Develop technique when jumping for distance.
- Develop technique when jumping for height.
- Develop take off position when jumping for height.

**Year 4**
- Explore running.
- Develop fluency and rhythm when running.
- Develop the sprinting technique and apply it to relay events.
- Explore running at different speeds.
- Explore running over obstacles.
- Develop the sprinting action.
- Explore rhythm when running over obstacles.

**Year 5**
- Explore running.
- Develop power, control and consistency in jumping for distance.
- Develop technique when jumping for distance.
- Develop power, control and technique in the triple jump.
- Develop power and technique in the vertical jump.
- Develop technique in a range of approaches and take off positions.
- Explore fluency and technique in the vertical jump.
- Explore jumping, hopping and skipping actions.
- Explore safely jumping for distance and height.
- Explore jumping for distance and height.
- Explore safely jumping for distance and height.

**Year 6**
- Explore running.
- Hurdle with greater control and coordination.
- Effectively apply speeds appropriate for the event.
- Develop power, control and technique in jumping for distance.
- Develop the sprinting technique and apply it to relay events.
- Effectively apply speeds appropriate for the event.
- Develop power and technique in the triple jump.
- Explore the technique and rhythm in the triple jump.
- Explore the technique for a pull throw.
- Develop technique and power in javelin and shot put.
- Explore power and technique when throwing for distance in a pull throw.
- Develop overarm throwing for distance.
- Explore throwing for distance and accuracy.
- Explore throwing to a target.
- Develop power, control and technique when throwing discus and javelin.

**Fundamentals**
- Games Unit 1 & 2
- Ball Skills Unit 1 & 2
Dance Progression Ladder

**Year 6**
- **Actions**: Show controlled movements which express emotion and feeling.
- **Dynamics**: Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group.
- **Space**: Use direction and patterning to express different dance styles.
- **Relationships**: Develop an understanding of formations.
- **Performance**: Perform dances expressively, using a range of performance skills, showing accuracy and fluency.

**Year 5**
- **Actions**: Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.
- **Dynamics**: Confidently use dynamics to express different dance styles.
- **Space**: Confidently use changes in level, direction and pathway.
- **Relationships**: Confidently use formations, canon and unison to express a dance idea.
- **Performance**: Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance.

**Year 4**
- **Actions**: Respond imaginatively to a range of stimuli related to character and narrative.
- **Dynamics**: Change dynamics confidently within a performance to express changes in character.
- **Space**: Use directions to transition between formations.
- **Relationships**: Use action and reaction to represent an idea.
- **Performance**: Perform complex dances that communicate narrative and character well, performing clearly and fluently.

**Year 3**
- **Actions**: Create actions in response to a stimulus individually and in groups.
- **Dynamics**: Develop an understanding of dynamics.
- **Space**: Use direction and patterning to express different dance styles.
- **Relationships**: Develop an understanding of formations.
- **Performance**: Perform short, self-choreographed phrases showing and awareness of timing.

**Year 2**
- **Actions**: Accurately remember, repeat and link actions to express an idea.
- **Dynamics**: Use dynamics effectively to express an idea.
- **Space**: Use directions to transition between formations.
- **Relationships**: Use action and reaction to represent an idea.
- **Performance**: Perform dances expressively, using a range of performance skills, showing accuracy and fluency.

**Year 1**
- **Actions**: Accurately remember, repeat and link actions to express an idea.
- **Dynamics**: Explore varying speeds to represent an idea.
- **Space**: Use directions to transition between formations.
- **Relationships**: Use action and reaction to represent an idea.
- **Performance**: Begin to use counts within their performance.

**EYFS**
- **Actions**: Explore how their body moves. Copy basic body actions and rhythms.
- **Dynamics**: Develop an understanding of dynamics.
- **Space**: Explore pathways within their performances.
- **Relationships**: Use action and reaction to represent an idea.
- **Performance**: Are given opportunities to perform in front of others.
Gymnastics Progression Ladder

Shapes
- Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.
- Develop the range of shapes they use in their sequences.
- Explore using shapes in different gymnastic balances.
- Explore basic and still shapes straight, tuck, straddle, pike.
- Show contrast with their bodies including wide/narrow, straight/curved.

Inverted movements
- Develop control in progressions of a cartwheel and a headstand.
- Explore progressions of a cartwheel and a handstand.

Balances
- Explore point and patch balances and transition smoothly into and out of them.
- Remember, repeat and link combinations of gymnastic balances.
- Develop control and fluency in individual and partner balances.

Rolls
- Develop control and fluency in the straight, barrel, forward, straddle and backward roll.
- Develop fluency and consistency in the straddle, forward and backward roll.
- Develop the straight, barrel, forward and straddle roll and perform with increased control.
- Develop control in performing and landing rotation jumps.
- Develop stepping into shape jumps with control.

Jumps
- Select a range of jumps to include in sequence work.
- Explore shape jumps and take off combinations.
- Explore shape jumps including jumping off low apparatus.

Year 6
- Shapes
- Combine and perform gymnastic shapes more fluently and effectively.
- Inverted movements
- Develop control in progressions of a cartwheel and a handstand.
- Balances
- Explore counter balances and counter tension balances.

Year 5
- Shapes
- Develop control and fluency in the straight, barrel, forward and backward roll.
- Inverted movements
- Explore progressions of a cartwheel and a handstand.
- Balances
- Explore symmetrical and asymmetrical balances.

Year 4
- Shapes
- Develop control and fluency in individual and partner balances.
- Inverted movements
- Explore progressions of a cartwheel and a handstand.
- Balances
- Develop control and fluency in the straight, barrel, forward, straddle and backward roll.

Year 3
- Shapes
- Explore shape jumps more fluently and effectively.
- Inverted movements
- Explore progressions of a cartwheel and a handstand.
- Balances
- Explore counter balances and counter tension balances.

Year 2
- Shapes
- Explore shape jumps and take off combinations.
- Inverted movements
- Explore progressions of a cartwheel and a handstand.
- Balances
- Explore symmetrical and asymmetrical balances.

Year 1
- Shapes
- Explore shape jumps putting into sequence work.
- Inverted movements
- Explore progressions of a cartwheel and a handstand.
- Balances
- Explore symmetrical and asymmetrical balances.

EYFS
- Shapes
- Show contrast with their bodies including wide/narrow, straight/curved.
- Inverted movements
- Explore progressions of a cartwheel and a handstand.
- Balances
- Explore shapes in stillness using different parts of their bodies.
<table>
<thead>
<tr>
<th>Year</th>
<th>EYFS</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Sending &amp; Receiving</strong> Develop making quick decisions about when, how and who to pass to.</td>
<td><strong>Sending &amp; Receiving</strong> Develop control when S&amp;R under pressure.</td>
<td><strong>Sending &amp; Receiving</strong> Develop passing to a teammate using a variety of techniques appropriate to the game.</td>
<td><strong>Sending &amp; Receiving</strong> Explore S&amp;R abiding by the rules of the game.</td>
<td><strong>Sending &amp; Receiving</strong> Developing S&amp;R with increased control.</td>
<td><strong>Sending &amp; Receiving</strong> Explore S&amp;R with hands and feet to a partner.</td>
<td><strong>Sending &amp; Receiving</strong> Explore S&amp;R with hands and feet using a variety of equipment.</td>
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<tr>
<td></td>
<td><strong>Dribbling</strong> Dribble consistently using a range of techniques with increasing control under pressure.</td>
<td><strong>Dribbling</strong> Select and apply a variety of dribbling techniques to game situations.</td>
<td><strong>Dribbling</strong> Explore dribbling with hands and feet with increasing control on the move.</td>
<td><strong>Dribbling</strong> Explore dribbling the ball abiding by the rules of the game under some pressure.</td>
<td><strong>Dribbling</strong> Explore dribbling with hands and feet with increasing control on the move.</td>
<td><strong>Dribbling</strong> Explore dribbling with hands and feet.</td>
<td><strong>Dribbling</strong> Explore dribbling with hands and feet.</td>
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<td></td>
<td><strong>Attacking</strong> Explore creating attacking tactics with others in response to the game.</td>
<td><strong>Attacking</strong> Explore creating tactics with others and applying them to game situations.</td>
<td><strong>Attacking</strong> Develop decision making around when to pass and when to shoot.</td>
<td><strong>Attacking</strong> Developing movement skills to lose a defender.</td>
<td><strong>Attacking</strong> Developing moving into space away from defenders.</td>
<td><strong>Attacking</strong> Explore creating tactics with others and applying them to game situations.</td>
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</tr>
<tr>
<td></td>
<td><strong>Defending</strong> Explore creating and applying defending tactics with others in response to the game.</td>
<td><strong>Defending</strong> Develop defending one on one and know when to win the ball.</td>
<td><strong>Defending</strong> Track opponents to limit their scoring opportunities.</td>
<td><strong>Defending</strong> Explore staying close to other players to try and stop them getting the ball.</td>
<td><strong>Defending</strong> Explore tracking and move to stay with a partner.</td>
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<td></td>
<td><strong>Space</strong> Move to the correct space when transitioning from attack to defence.</td>
<td><strong>Space</strong> Move into space to help their team keep possession and score goals.</td>
<td><strong>Space</strong> Develop moving with a ball towards goal with some control.</td>
<td><strong>Space</strong> Explore moving with a ball towards goal.</td>
<td><strong>Space</strong> Move to create space for themselves and others in their team.</td>
<td><strong>Space</strong> Develop moving with a ball towards goal.</td>
<td><strong>Space</strong> Move to create space for themselves and others in their team.</td>
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**Ball Skills Fundamentals**

- **Ball Skills Unit 1 & 2**
  - **Sending & Receiving**
  - **Dribbling**
  - **Attacking**
  - **Defending**
  - **Space**
Net and Wall Games Progression Ladder

**Shots**
- Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.
- Develop the range of shots used in the games they play.
- Demonstrate increased technique when using shots both cooperatively and competitively.
- Explore returning a ball using focus shots such as the forehand and backhand.
- Develop hitting a dropped ball over a net.
- Explore hitting a dropped ball with a racket.
- Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation.

**Serving**
- Serve accurately and consistently. Beginning to apply tactics to their serve.
- Develop their range of serving techniques appropriate to the game they are playing.
- Develop technique in serving underarm with increased consistency.
- Serve accurately from an underarm serve.
- Accurately underarm throw over a net to a partner.
- Throw a ball over a net to land into the court area.
- Explore changing direction, running and stopping.

**Rallying**
- Successfully apply a variety of shots to keep a continuous rally.
- Use a variety of shots to keep a continuous rally.
- Develop rallying using both forehand and backhand with increased technique.
- Successfully apply a variety of shots to keep a continuous rally.
- Consistently use and return to the ready position between shots.
- Consistently use the ready position to move towards a ball.
- Use the ready position to move towards a ball.

**Sending & Receiving**

**Footwork**
- Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse.
- Demonstrate effective footwork patterns to move around the court.
- Begin to use appropriate footwork patterns to move around the court.
- Demonstrate effective footwork patterns to move around the court.
**Problem Solving**
- **EYFS**
  - Explore activities in which they make their own decisions in response to a task.
  - Navigational Skills
    - Make decisions about where to move in space.
  - Communication
    - Develop their confidence in expressing themselves.

- **Year 1**
  - Suggest ideas in response to a task.
  - Navigational Skills
    - Follow a simple diagram/map.
  - Communication
    - Communicate simple instructions and listen to others.

- **Year 2**
  - Can plan and implement strategies to solve problems.
  - Navigational Skills
    - Developing map reading skills.
  - Communication
    - Work cooperatively with a partner and a small group.

- **Year 3**
  - Plan independently and in small groups, implementing a strategy with increased success.
  - Navigational Skills
    - Understand how to use, follow and create a simple diagram/map.
  - Communication
    - Can follow and give instructions and are accepting of other peoples’ ideas.

- **Year 4**
  - Can plan, and with some success, apply strategies to overcome a challenge.
  - Navigational Skills
    - Orientate a map efficiently to navigate around a grid.
  - Communication
    - Can reflect on when and why they were successful at solving challenges.

- **Year 5**
  - Explore tactical planning within a team to overcome increasingly challenging tasks.
  - Navigational Skills
    - Identify key symbols on a map and use a key to help navigate around a grid.
  - Communication
    - Explore a variety of communication methods with increasing success.

- **Year 6**
  - Pool ideas within a group, selecting and applying the best method to solve a problem.
  - Navigational Skills
    - Develop navigational skills and map reading in increasingly challenging tasks including map orientation.
  - Communication
    - Inclusively communicate with others, share job roles and lead when necessary.

**Navigational Skills**
- **Year 1**
  - Make decisions about where to move in space.

- **Year 2**
  - Follow a simple diagram/map.

- **Year 3**
  - Understand how to use, follow and create a simple diagram/map.

- **Year 4**
  - Orientate a map efficiently to navigate around a course.

- **Year 5**
  - Develop navigational skills and map reading in increasingly challenging tasks including map orientation.

- **Year 6**
  - Orientate a map efficiently to navigate around a course.

**Communication**
- **Year 1**
  - Develop their confidence in expressing themselves.

- **Year 2**
  - Communicate simple instructions and listen to others.

- **Year 3**
  - Work cooperatively with a partner and a small group.

- **Year 4**
  - Can follow and give instructions and are accepting of other peoples’ ideas.

- **Year 5**
  - Explore a variety of communication methods with increasing success.

- **Year 6**
  - Inclusively communicate with others, share job roles and lead when necessary.
**Striking and Fielding Progression Ladder**

**Year 6**
- **Striking**: Develop batting technique consistent with the rules of the game.
- **Fielding**: Develop bowling with some consistency, abiding by the rules of the game.

**Year 5**
- **Striking**: Begin to strike a bowled ball using different equipment.
- **Fielding**: Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

**Year 4**
- **Striking**: Develop striking a ball with their hand and equipment with some consistency.
- **Fielding**: Understand that there are different roles within a fielding team.

**Year 3**
- **Striking**: Explore striking a ball with their hand and equipment.
- **Fielding**: Develop tracking and retrieving a ball for their team.

**Year 2**
- **Striking**: Explore sending a ball to a partner.
- **Fielding**: Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.

**Year 1**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**EYFS**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Ball Skills Games Unit 1 & 2**
- **Sending and Receiving**: Consistently make good decisions on who and when to pass to in order to get batters out.
- **Throwing**: Demonstrate clear technique when using a variety of throws under pressure.
- **Catching**: Consistently demonstrate good technique in catching skills under pressure.

**Ball Skills Unit 1 & 2**
- **Throwing**: Use overarm and underarm throwing with increased consistency in game situations.
- **Catching**: Catch with one and two hands with some consistency in game situations.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop coordination and technique when throwing over and underarm.

**Catching**
- **Striking**: Explore batting technique consistent with the rules of the game.
- **Fielding**: Develop bowling with some consistency, abiding by the rules of the game.

**Throwing**
- **Striking**: Develop striking a ball with their hand and equipment with some consistency.
- **Fielding**: Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

**Catching**
- **Striking**: Begin to strike a bowled ball using different equipment.
- **Fielding**: Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.

**Throwing**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Catching**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Throwing**
- **Striking**: Explore sending a ball to a partner.
- **Fielding**: Explore tracking and stopping a rolling ball.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.

**Throwing**
- **Striking**: Explore defensive and driving hitting techniques and directional batting.
- **Fielding**: Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.

**Catching**
- **Striking**: Develop batting ball with increasing accuracy and consistency.
- **Fielding**: Consistently select and apply the appropriate fielding action for the situation.
Swimming Progression Ladder

Year 1
**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 their front and back.

Year 2
**Strokes**
Begin to use arms and legs together, more effectively across the water unaided.

Year 3
**Strokes**
Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

**Breathing**
Begin to explore front crawl breathing technique.

Year 4
**Strokes**
Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.

**Breathing**
Demonstrate improved breathing technique in front crawl.

Year 5
**Strokes**
Demonstrate increased technique in a range of strokes, swimming over a distance of 25m.

**Breathing**
Explore underwater breaststroke breathing technique over a distance of 25m.

Year 6
**Strokes**
Identify their personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m.

**Breathing**
Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.

**Water Safety**
Can select and apply the appropriate survival technique for the situation.

**Water Safety**
Demonstrate a good understanding of water safety. Explore safety techniques to include the H.E.L.P and huddle positions.
Target Games Progression Ladder

**Throwing**
- **Year 6**
  - Consistently make good decisions on who and when to throw at in order to get opponents out.
- **Year 5**
  - Demonstrate clear technique when throwing under pressure.
- **Year 4**
  - Throw with increasing accuracy and success in game situations.
- **Year 3**
  - Explore throwing at a moving target.
- **Year 2**
  - Develop coordination and technique when throwing overarm at a target.
- **Year 1**
  - Explore technique when throwing underarm towards a target.
- **EYFS**
  - Explore throwing using a variety of equipment.

**Catching**
- **Year 6**
  - Make quick decisions on when to catch and when to dodge.
- **Year 5**
  - Demonstrate good technique and consistency in catching skills under pressure.
- **Year 4**
  - Catch with increasing consistency in game situations.
- **Year 3**
  - Explore catching using a variety of equipment.
- **Year 2**
  - Build the confidence to attempt catching in game situations.
- **Year 1**
  - Demonstrate clear technique when throwing under pressure.
- **EYFS**
  - Demonstrate good technique and consistency in catching in game situations.

**Sending & Receiving**
- **Year 6**
  - (Dodgeball) Dodging
  - Demonstrate improved body posture and speed when dodging in game situations.
- **Year 5**
  - (Dodgeball) Blocking
  - Use blocking skills abiding by the rules of the game.
- **Year 4**
  - (Dodgeball) Dodging
  - Explore a variety of dodging techniques.
- **Year 3**
  - (Dodgeball) Dodging
  - Show balance when changing direction.
- **Year 2**
  - (Dodgeball) Blocking
  - Demonstrate blocking skills in game situations.
- **Year 1**
  - (Dodgeball) Blocking
  - Explore blocking skills under little or no pressure.

**Blocking**
- **Year 6**
  - Consistently attempt to block with increasing control in the appropriate game situation.
- **Year 5**
  - Consistently attempt to block with increasing control in the appropriate game situation.
- **Year 4**
  - Consistently attempt to block with increasing control in the appropriate game situation.
- **Year 3**
  - Attempt to block with increasing control in the appropriate game situation.
- **Year 2**
  - Use blocking skills abiding by the rules of the game.
- **Year 1**
  - Use blocking skills abiding by the rules of the game.

**Ball Skills Games Unit Fundamentals**
- **Year 6**
  - (Dodgeball) Dodging
  - Make quick decisions on when to dodge, when to catch and the type of dodge to use.
- **Year 5**
  - (Dodgeball) Dodging
  - Demonstrate improved body posture and speed when dodging in game situations.
- **Year 4**
  - (Dodgeball) Dodging
  - Explore a variety of dodging techniques.
- **Year 3**
  - (Dodgeball) Dodging
  - Demonstrate improved body posture and speed when dodging in game situations.
- **Year 2**
  - (Dodgeball) Blocking
  - Demonstrate blocking skills in game situations.
- **Year 1**
  - (Dodgeball) Blocking
  - Demonstrate blocking skills in game situations.
Yoga Progression Ladder

**Balance**
- Year 1: Explore shapes in stillness using different parts of their bodies.
- Year 2: Remember, copy, and repeat sequences of linked poses.
- Year 3: Perform balances and poses making their body tense, stretched and curled.
- Year 4: Demonstrate increased control when in poses and explore control in paired poses.
- Year 5: Use their breath to maintain balance within a pose.
- Year 6: Link combinations of poses for balance with increased control in transition.

**Flexibility**
- Year 1: Explore shapes and actions to stretch their bodies.
- Year 2: Explore poses and movement in relation to their breath.
- Year 3: Show increased awareness of extension in poses.
- Year 4: Explore poses and movement in relation to their breath.
- Year 5: Develop flexibility by connecting their movement with their breath.
- Year 6: Confidently transition from one pose to another showing extension connected to their breath.

**Strength**
- Year 1: Explore taking weight on different body parts.
- Year 2: Demonstrate increased control in performing poses.
- Year 3: Demonstrate increased control when in and transitioning between poses.
- Year 4: Demonstrate increased control and strength when in a pose.
- Year 5: Demonstrate increased control and strength when in and transitioning between poses.
- Year 6: Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses.

**Mindfulness**
- Year 1: Explore their own feelings in response to an activity or task.
- Year 2: Explore controlling their focus and sense of calm.
- Year 3: Explore controlling their focus and sense of calm.
- Year 4: Explore controlling their focus and sense of calm.
- Year 5: Explore controlling their focus and sense of calm.
- Year 6: Can engage with mindfulness activities with increased focus.

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- Strength: Explore poses that challenge their strength and work to maintain increased control and strength when in and transitioning between poses.
- Mindfulness: Explore methods they can use to control how they feel with some success.
- Mindfulness: Recognise their own feelings in response to a task or activity.

- Mindfulness: Explore controlling their focus and sense of calm.
- Strength: Demonstrate increased control in performing poses.
- Mindfulness: Explore methods they can use to control how they feel with some success.