

Topic	Reception	Year 1	Year 2			
	Skills/knowledge progression	Link to EYFS	Skills/knowledge progression	Link to national curriculum	Skills/knowledge progression	Link to national curriculum
Basic movement	Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can stand momentarily on one foot when shown. Can catch a large ball. Experiments with different ways of moving.	Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run Skip without a rope Jump for height	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with	Move in a variety of ways in and out cones and obstacles. Jump with both feet leaving the group Hop Stop on command Sprint Run Skip without a rope Jump for height Skip with a rope Gallop Side gallop Jump for distance	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with
Developing balance	Single balance Balancing on one foot Be able to balance on a piece of apparatus	Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk Static balance Dynamic balance to agility	others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.	Single balance Balancing on one foot Be able to balance on a piece of apparatus Side roll Climb Line walk Bench walk	others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
Agility and coordination	Be able to throw and catch a large ball – over arm and under arm Roll a ball to an end target Kick a ball	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Children show good control and co-ordination in large and small movements.	Be able to throw and catch a large ball – over arm and under arm Roll a ball to an end target Kick a ball with increasing accuracy to an end target Dribble a ball Balance a ball on a racket Two handed strike	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing	Be able to throw and catch a medium sized ball accurately Kick a ball Balance a ball on a bat Dribble a ball in and out of a set of obstacles. Hit a ball with some accuracy using a racket or bat Throw a beanbag into a given target	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing
Team games	Be able to participate in a game with an opposing side Be able to control a ball within a game setting Use hands to control a ball	They move confidently in a range of ways, safely negotiating space.	Be able to participate in a game with an opposing side Be able to control a ball within a game setting Use hands to control a ball with increasing accuracy Be able to play a game following a set of rules	balance, agility and co-ordination, and begin to apply these in a range of activities	Be able to participate in a game with an opposing side Be able to control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates Work as a team in order to score goals Control a ball accurately Use both hands and feet in order to control a ball. Reaction times	balance, agility and co-ordination, and begin to apply these in a range of activities
Movement and patterns	Dance to link in with learning theme Copy a dance pattern Link 2 dance movements together		Dance to link in with learning theme Copy a dance pattern Move to a beat Link 2 dance movements together	participate in team games, developing simple tactics for attacking and defending	Dance to link in with learning theme Copy a dance pattern Move to a beat Link a short series of dance sequences together	perform dances using simple movement patterns