



St Merryn Progression of Skills Document (including digital literacy)

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Fundamental skills (EYFS only) | <p>Fundamentals 1 - Move with confidence, travel in different ways with control and co-ordination.</p> <p>Fundamentals 2 - Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise.</p> | | | | | | |
| Fundamental games (EYFS only) | <p>Games 1 - Move confidently, change direction and speed avoiding collisions, stop quickly.</p> <p>Games 2 - Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner. Controlling a ball, steering a ball, use a small range of equipment,</p> | | | | | | |
| Games (KS1 only) | | <p>Games 1 - Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> | <p>Games 3- Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills.</p> | | | | |

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| | | <p>Choose and use skills effectively for particular games</p> <p>Games 2- Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun.</p> | <p>Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity.</p> <p>Games 4 - Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance. Use information to improve their work.</p> | | | | |
| Gymnastics | <p>EYFS gym 1 - Ability to listen and observe, show an awareness of space for themselves and others.</p> <p>EYFS gym 2 - To change and link together directions of travel using apparatus. To move slowly showing strength and tension in muscles To move with speed to show agility.</p> | <p>Directions and pathways - Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating.</p> <p>Travelling and jumping - Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> | <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise and describe the short term effects of exercise on the body during different activities. Know the importance of suppleness and strength. Describe and evaluate the effectiveness and quality of a performance.</p> | <p>Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe how the body reacts during different types of activity and how</p> | <p>Partner sequences - Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic</p> | <p>Balance and counter balance -Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles. Understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how</p> | |

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| | | <p>Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating.</p> | <p>Recognise how their own performance has improved.</p> | <p>this affects the way they perform. Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> | <p>criteria to evaluate their own and others' work.</p> | <p>to become healthier themselves. Carry out warm ups safely and effectively. Understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves. Carry out warm ups safely and effectively. Evaluate their own and others' work. Suggest ways of making improvements.</p> | |
| <p>Dance</p> | <p>Dinosaurs -Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement to make simple dances with clear beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement. Recognise how their body feels when still and exercising.</p> | <p>Animals - Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts. Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement Recognise how their body feels when still and exercising</p> | <p>Celebrations - Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and use what</p> | <p>Machines - Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group. Talk about how they might improve their dances.</p> | <p>Shake, rock and roll - Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative. Know and describe what you need to do to warm up and cool down for dance. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p> | <p>Romans -Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills. Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some</p> | <p>Explore, improvise and combine movement ideas fluently and effectively. Create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances. Understand why dance is good for their fitness, health and wellbeing. Prepare effectively for dancing. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others work.</p> |

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| | | | they learn to improve their own work. | | | aspects of style and context. | |
| Athletics | <p>Fundamental athletics 1 - ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Fundamental athletics 2 - Eye-hand co-ordination and control, spatial awareness, striking with different body parts</p> | <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and coordination</p> | <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Watch, copy and describe what they and others have done.</p> | <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> | <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> | <p>6 - Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p> | <p>5 - Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p> |
| Striking and fielding | <p>EYFS S&F - ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> | <p>Be confident and safe in the spaces used to play games.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</p> <p>Choose and use skills effectively for particular games.</p> | | <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding and net games.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p> | | <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p> | |
| OAA | | <p>Recognise their own space.</p> <p>Explore finding different places.</p> | | <p>Develop the range and consistency of their skills and work with others to solve challenges.</p> | | <p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> | |

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| | | <p>Follow simple routes and trails, orientating themselves successfully.</p> <p>Solve simple challenges and problems successfully.</p> <p>Recognise and describe how their body feels during exercise.</p> <p>Observe what they and others have done and use their observations to improve their performance.</p> | <p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>Recognise the effect of different activities on the body and to prepare for them physically.</p> <p>Work safely.</p> <p>Describe and evaluate their own and others' performances, and identify areas that need improving.</p> | <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p> | |
| Netball | | | | <p>Develop the range and consistency of their skills in all games.</p> <p>Use and adapt tactics in different situations.</p> <p>Devise and use rules.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans.</p> <p>Recognise aspects of their work that need improving.</p> <p>Suggest practices to improve their play.</p> | <p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p> |
| Hockey | | | | <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p> | <p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> |

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| | | | | | | Suggest improvements in own and others' performances. | |
| Football | | | <p>Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise good quality in performance. Use information to improve their work.</p> | <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p> | <p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.</p> | <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p> | <p>Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.</p> |
| Alternative sports (KS2 only) | | | | <p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.</p> | <p>Tri-golf - Develop consistency in their skills. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> | <p>Handball - Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more</p> | |

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| | | | | Keep, adapt and make rules for striking and fielding and net games. | Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances. | consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important. |
| Tennis (KS2 only) | | | | Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play. Keep, adapt and make rules for striking and fielding and net games. | Choose, combine and perform skills more fluently and effectively in net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important. | |
| Basketball (KS2 only) | | | | Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play. | Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important. | |

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| Rugby (KS2) | | | | <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p> | <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p> | |
| Cricket | | <p>Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance. Use information to improve their work.</p> | | <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for striking and fielding and net games. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p> | <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p> | |
| Swimming | <p>Make a supervised safe entry into the water Develop confidence through water games Understand how to stay safe in the water Blow bubbles in the water Regain standing position Submerge partially/fully on the water</p> | <p>Understand water safety Develop Water confidence Learn how to float with an aid Push and glide with a float</p> | <p>Understand water safety Develop confidence in swimming up to 5 metres Enter and exit the water safely and confidently from the pool side.</p> | <p>Start to develop stroke technique in front crawl and breast stroke. Fully submerge the face into the water and blow out for 3 seconds.</p> | <p>Further development of stroke technique for 3 main strokes Jump into the water at full reach depth and swim a continuous 10m without holding the side</p> | <p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres Use a range of strokes effectively including front</p> |

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| | | | Practice arm action standing in shallow water | Develop arm action standing in shallow water Develop whole stroke within reaching distance of pool side Develop the use of breast stroke leg action using a float | Jump into the water, full reach depth in a recognised shape. Swim 10m without a pause and using any recognised stroke. Retrieve an object from the pool bottom using hands and feet. Tread water using arms and legs for at least 30 seconds. | or touching the pool bottom. Surface dive in the water showing good technique. Hold a stationary position by treading water with head up for 45 seconds. Start to develop early life saving skills eg. Enter the water of full reach depth / Tread water for 10 seconds / Followed by a 10m swim. | crawl, back crawl and breast stroke. Perform safe self-rescue in different water based – situations Tread water for 30 seconds followed by a 25m swim. |
| Health and active lifestyle assessment | Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | I am active daily and I take part in playground activities. I know the names of 2 games which I can play which make me out of breath | I am active daily and I take part in physical activities with my family. I know the difference between healthy foods and unhealthy foods. | I am active for at least 60 minutes daily and I take part in a range of different activities. I can make myself out of breath and make my heart beat faster. | I am active for at least 60 minutes daily I take part in sporting activities at lunch time. I know why it is important to be active and eat regularly. | I am active for at least 60 minutes daily. I have taken part in a sports festival and I take part in lunchtime activities. I can describe some activities that help me to strengthen my bones and muscles | I am active for at least 60 minutes daily. I can describe what and why some activities help me to strengthen my bones and muscles. |
| Self confidence and self awareness | Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | I can follow instructions and play safely with others. I can describe my own work in PE. | I can describe my actions and those of others using simple terms. | I am beginning to help set up equipment safely. I can play co-operatively with other children. | I am taking some responsibility for managing myself and equipment safely. I know how my work is similar and different from others work, and how to improve my performance. | I am able to take more responsibility in leading activities for others. | I can follow the rules of fair play showing respect for others I can set myself relevant personal targets. |

