



Athletics Progression Ladder



Skills

Knowledge

Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
Jumping: develop power, control and technique in the triple jump.
Throwing: develop power, control and technique when throwing discus and shot put.

Year 6

Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.
Jumping: understand that a run up builds speed and power and enables me to jump further.
Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.
Rules: understand and apply rules in events that pose an increased risk.

Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.
Jumping: explore technique and rhythm in the triple jump.
Throwing: Develop technique and power in javelin and shot put.

Year 5

Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.
Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.
Throwing: know how to transfer my weight in different throws to increase the distance.
Rules: understand and apply rules in a variety of events using official equipment.

Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.
Jumping: develop technique when jumping for distance.
Throwing: explore power and technique when throwing for distance in a pull and heave throw.

Year 4

Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.
Jumping: understand that transferring weight will help me to jump further.
Throwing: understand that transferring weight will help me to throw further.
Rules: know and understand the rules to be able to manage our own events.

Running: develop the sprinting technique and apply it to relay events.
Jumping: develop technique when jumping for distance in a range of approaches and take off positions.
Throwing: explore the technique for a pull throw.

Year 3

Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.
Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.
Throwing: understand that the speed of the movement helps to create power.
Rules: know the rules of the event and begin to apply them.

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.



Dance Progression Ladder



Skills

Knowledge

Actions: show controlled movements which express emotion and feeling.
Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.
Space and relationships: use a variety of compositional principles when creating my own dances.
Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Actions: choreograph 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 direction and patterning to express different dance styles.
Relationships: confidently use formations, canon and unison to express a dance idea.
Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.

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: confidently use changes in level, direction and pathway.
Relationships: use action and reaction to represent an idea.
Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.

Actions: create actions in response to a stimulus individually and in groups.
Dynamics: use dynamics effectively to express an idea.
Space: use direction to transition between formations.
Relationships: develop an understanding of formations.
Performance: perform short, self-choreographed phrases showing an awareness of timing.

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.

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.

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.



Year
6

Year
5

Year
4

Year
3

Year
2

Year
1

EYFS

Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.
Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.
Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.
Performance: understand how a leader can ensure our dance group performs together.
Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.
Dynamics: understand that different dance styles utilise selected dynamics to express mood.
Space: understand that space relates to where my body moves both on the floor and in the air.
Relationships: understand that different dance styles utilise selected relationships to express mood.
Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.
Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.

Actions: understand that some actions are better suited to a certain character, mood or idea than others.
Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.
Space: understand that space can be used to express a certain character, mood or idea.
Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.
Performance: know that being aware of other performers in my group will help us to move in time.
Strategy: know that I can select from a range of dance techniques to translate my idea.

Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.
Dynamics: understand that all actions can be performed differently to help to show effect.
Space: understand that I can use space to help my dance to flow.
Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.
Performance: understand that I can use timing techniques such as canon and unison to create effect.
Strategy: know that if I show sensitivity to the music, my performance will look more complete.

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: 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: 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.

