

**SUMMERCOURT EYFS AND KEYSTAGE 1 PROGRESSION GRIDS**

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b><u>DANCE</u></b>	<p><b><u>30 to 50 Months</u></b></p> <ul style="list-style-type: none"> <li>• To enjoy joining in with dance and ring games.</li> <li>• To begin to move rhythmically.</li> <li>• To imitate movement in response to music.</li> <li>• To tap out simple repeated rhythms.</li> <li>• To develop preferences for forms of expression.</li> <li>• To use movement to express feelings.</li> <li>• To create movement in response to music.</li> <li>• To capture experiences and responses with a range of media, such as music, dance, paint, and other materials of the world.</li> </ul>	<p><b><u>Developing Core Skills</u></b></p> <ul style="list-style-type: none"> <li>• Follow the leader for example jumping, hopping, and skipping.</li> <li>• Respond to different stimuli and music with a range of actions.</li> <li>• Copy and explore basic body actions demonstrated by the teacher.</li> <li>• Copy simple movement patterns from each other and explore the movement.</li> </ul> <p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>• Compose and link movement phrases to make simple dances with clean beginning, middle and ends.</li> <li>• Practice and repeat their movement phrases and perform them in a controlled way.</li> </ul>	<p><b><u>Developing Core Skills</u></b></p> <ul style="list-style-type: none"> <li>• Link several movements together with control and coordination.</li> <li>• Talk about different stimuli and music as the starting point for creating dance phrases and short dances.</li> <li>• Explore actions in response to stimuli and explore ideas, moods, and feelings by experimenting with actions, dynamics, directions, levels, and a growing range of possible movement.</li> </ul> <p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>• Compose and perform dance phrases and short dances that express and communicate moods, ideas, and feelings.</li> </ul>

	<p><b><u>40 to 60 Months</u></b></p> <ul style="list-style-type: none"> <li>To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b><u>Early learning goals.</u></b></p> <ul style="list-style-type: none"> <li>To represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>		<ul style="list-style-type: none"> <li>Remember and repeat a short dance phrase, showing greater control, coordination, and spatial awareness.</li> </ul>
<b><u>Games</u></b>	<p><b><u>30 to 50 Months</u></b></p> <ul style="list-style-type: none"> <li>To catch a large ball.</li> <li>To draw lines and circles using gross motor skills.</li> </ul> <p><b><u>40 to 60 Months</u></b></p> <ul style="list-style-type: none"> <li>To show increasing control over an object in pushing, patting, throwing, catching, or kicking.</li> </ul>	<p><b><u>Developing Core Skills</u></b></p> <ul style="list-style-type: none"> <li>To throw and catch a ball with a partner.</li> <li>Move fluently, changing direction/speed easily and avoiding collisions.</li> <li>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</li> </ul> <p><b><u>Selecting and applying skills and tactics</u></b></p>	<p><b><u>Developing Core Skills</u></b></p> <ul style="list-style-type: none"> <li>Pass a ball accurately to a partner over a variety of distances.</li> <li>Perform a range of rolling, throwing, striking, kicking, catching, and gathering skills with control.</li> <li>Show a good awareness of others in running, chasing, and avoiding games.</li> <li>Make simple decisions on when and when to run in game situations.</li> </ul>

		<ul style="list-style-type: none"> <li>Choose and use skills effectively for particular games.</li> <li>Use skills in different ways and games and try to win by changing the way they use skills in response to their opponents' actions.</li> </ul>	<p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>Vary skills and show some understanding of simple tactics.</li> <li>Choose and use tactics to suit different situations and react to situations in a way that helps their partners and makes it difficult for their opponents.</li> </ul>
<b><u>Gymnastics</u></b>	<p><b><u>30 to 50 Months</u></b></p> <ul style="list-style-type: none"> <li>To move freely and with pleasure and confidence in a range of ways, such as slithering, rolling, crawling, walking, jumping, skipping, sliding, and hopping.</li> <li>To mount stairs, steps or climbing equipment using alternate feet.</li> <li>To walk downstairs, two feet to each step while carrying a small object.</li> <li>To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> </ul>	<p><b><u>Developing Core Skills</u></b></p> <ul style="list-style-type: none"> <li>Perform basic gymnastic actions like travelling, rolling, and jumping.</li> <li>Manage the space safely, showing good awareness of each other, mats, and apparatus.</li> </ul> <p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>Make up simple movement's phrases in response to simple tasks.</li> <li>Link and repeat basic gymnastic actions and perform movement phrases with control and accuracy.</li> </ul>	<p><b><u>Developing Core Skills</u></b></p> <ul style="list-style-type: none"> <li>Perform a variety of actions with increasing control and to accurately repeat sequences of gymnastic actions.</li> <li>Move smoothly from a position of stillness to a travelling movement.</li> </ul> <p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.</li> <li>Adapt the sequence to include apparatus or a partner.</li> <li>Use different combinations of floor, mats and apparatus showing control, accuracy and fluency.</li> </ul>

**40 to 60 Months**

- To experiment different ways of moving.
- To jump off an object and land appropriately.
- To negotiate space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.

**Early learning goals.**

- To show good control and coordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

<p><b><u>Athletics</u></b></p>		<p><b><u>Developing Core Skills</u></b></p> <p>Run at different speeds, jump with accuracy, and use a small range of techniques to throw objects.</p> <p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>• Choose with throwing and receiving technique to use.</li> </ul>	<p><b><u>Developing Core Skills</u></b></p> <p>Change speed and direction, link running and jumping and to throw objects accurately.</p> <p><b><u>Selecting and applying skills and tactics</u></b></p> <ul style="list-style-type: none"> <li>• Choose when to run and when to jump.</li> <li>• Select which throwing technique to use for accuracy and distance.</li> </ul>
<p><b><u>Self-evaluation and health awareness</u></b></p>	<p><b><u>30 to 50 Months</u></b></p> <ul style="list-style-type: none"> <li>• To observe the effects activity has on their bodies.</li> <li>• To understand that equipment and tools must be used safely.</li> </ul> <p><b><u>40 to 60 Months</u></b></p> <ul style="list-style-type: none"> <li>• To show understanding of the need for safety when tackling new challenges and consider and manage some risks.</li> </ul>	<p><b><u>Evaluating and improving core performance</u></b></p> <ul style="list-style-type: none"> <li>• Describe what they have completed or achieved.</li> <li>• Watch others and say what they are doing.</li> </ul> <p><b><u>Knowledge and understanding of fitness and health</u></b></p> <ul style="list-style-type: none"> <li>• Describe how their bodies feel when sat still and when exercising.</li> <li>• Talk about how to exercise safely.</li> </ul>	<p><b><u>Evaluating and improving core performance</u></b></p> <ul style="list-style-type: none"> <li>• Talk about differences between their own and others performance.</li> <li>• Suggest improvements based on observations they have made.</li> </ul> <p><b><u>Knowledge and understanding of fitness and health</u></b></p> <ul style="list-style-type: none"> <li>• Understand how to exercise and describe how their bodies feel during different activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• To show understanding of how to transport and store equipment safely.</li> <li>• To practice some appropriate safety measures with adult supervision.</li> </ul> <p><b><u>Early learning goals</u></b></p> <ul style="list-style-type: none"> <li>• To know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</li> </ul>		
<b><u>Swimming</u></b>	<b><u>No objectives until KS 2</u></b>	<b><u>No objectives until KS 2</u></b>	<b><u>No objectives until KS 2</u></b>