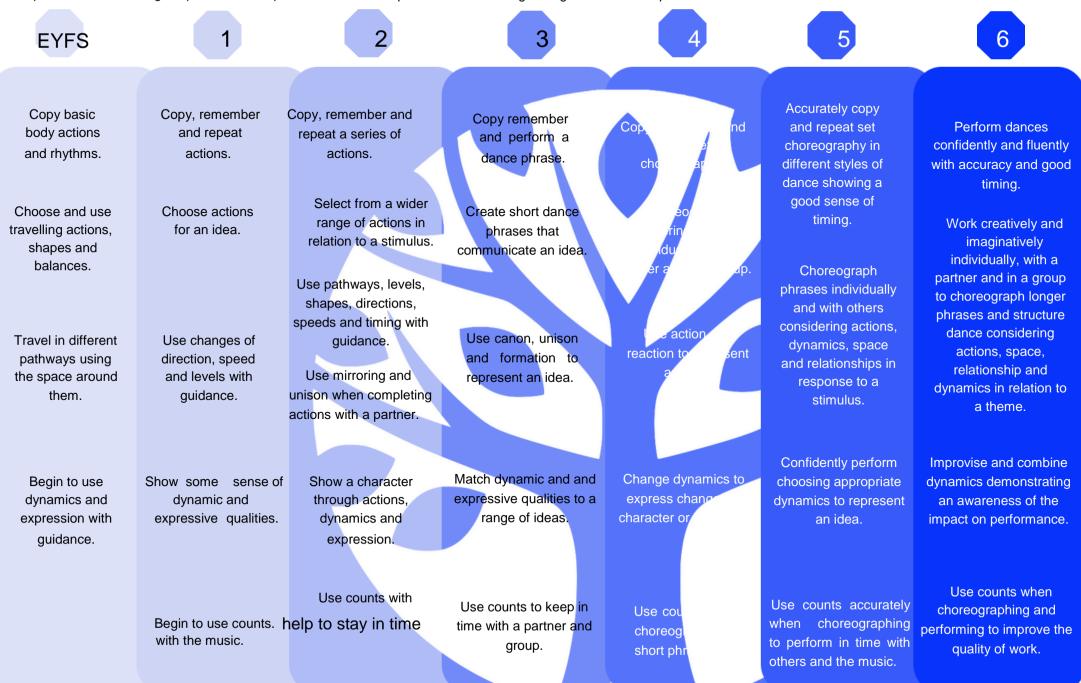
Progression Journey: Dance

This unit links to the following strand of the NC: KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.



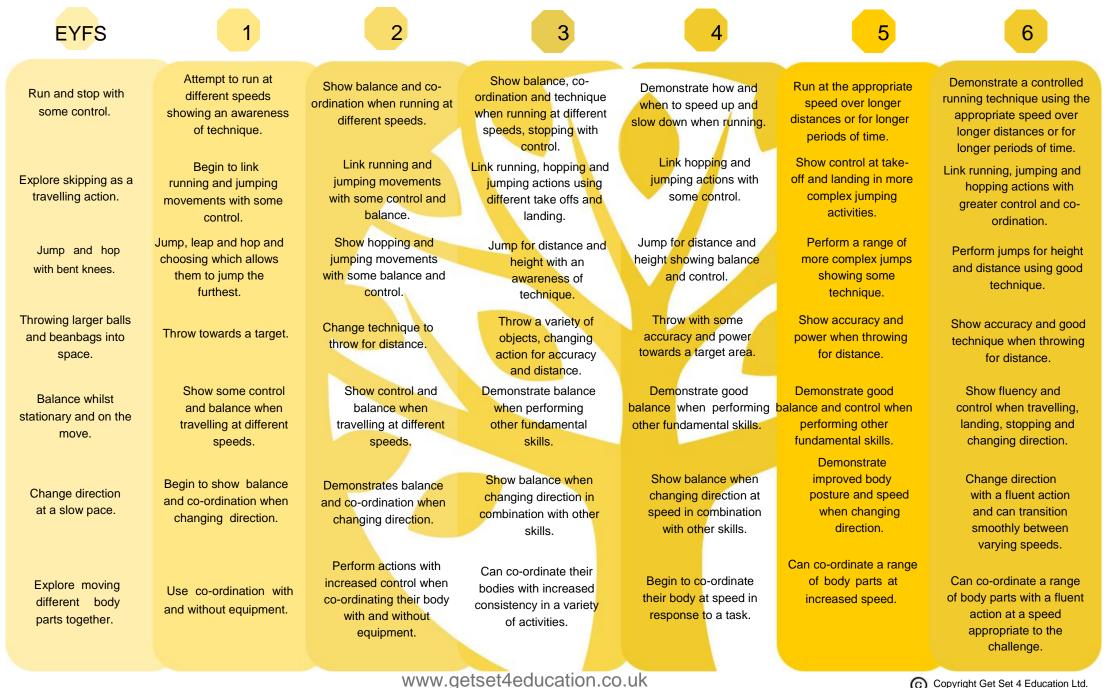
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Progression Journey: F.M.S through fundamentals, fitness and athletics

These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.



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Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games KS2: use running, jumping, throwing and catching in isolation and in combination. These units link to the following strands of the NC: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. defendina. FYFS 3 2 5 4 6 Use dribbling to change Drop and catch a ball Use dribbling to change the the direction of play with Drop and catch Dribble a ball with two Dribble the ball with one hand Link dribbling the ball with after one bounce on the some control under direction of play with control hands on the move. with some control in game other actions with increasing with two hands. move. under pressure. pressure. situations. control. Use a variety of dribbling Dribble with feet with Move a ball using different Change direction when techniques to maintain possession Move a ball Dibble a ball with some Dribble a ball with feet with some control under dribbling with feet with parts of the foot. with feet. under pressure. some control in game success, stopping it when increasing pressure. some control in game situations. required. situations. Use a variety of throwing Use a variety of throwing Throw and roll a variety of techniques with some control techniques including fake passes to Throw and roll towards a Use a variety of throwing Throw and roll towards a Use a variety of throwing beanbags and larger balls target with some varying techniques in game target using varying techniques with increasing under increasing pressure. outwit an opponent. to space. techniques. techniques with some situations. success in game situations. success. Use a variety of kicking Select and apply the techniques with some appropriate kicking technique Kick larger balls to space. Kick towards a stationary Kick towards a partner in Show balance when kicking Kick with increasing success target. dame situations. control under increasing with control. in game situations. towards a target. pressure. Catch and intercept a ball using Catch a ball passed to them Stop a beanbag or large Catch and intercept a ball Catch a beanbag and a Catch an object passed to Catch a ball passed to them one and two hands with ball sent to them using using one and two hands using one and two hands medium-sized ball. them, with and without a using one and two hands with increasing success in game with increasing success. with some success in game hands. bounce. some success. situations. situations. Receive a ball using Receive a ball with Attempt to stop a large Move to track a ball and Receive a ball sent to them Receive a ball using Attempt to track balls and different parts of the foot consideration to the next different parts of the foot ball sent to them using other equipment sent to stop it using feet with using different parts of the under pressure with move. feet. them. limited success. foot. under pressure. increasing control. Strike a ball using a wider range of Strike a ball using a wider skills to outwit an opponent. Apply Strike a ball using varying range of skills. Apply these these with increasing control under Hit a ball with Strike a stationary ball Strike a ball using a racket. Strike a ball with varying techniques with increasing ith some success hands. using a racket. techniques. pressure. pressure. accuracy. Use a variety of techniques to Confidently change direction to Run and stop when Change direction with Run, stop and change Run, stop and change Change direction to lose an change direction to lose an successfully outwit an opponent instructed. direction with some direction with balance and increasing speed in game opponent with some opponent. situations. balance and control. control. success. Create and use space for Effectively create and use space Move around showing Move to space to help Use space with some Create and use space with self and others with some for self and others to outwit an Recognise space in limited awareness of score goals or limit others success in game situations. some success in game success. opponent. relation to others. others. scoring. situations. Work collaboratively to Use simple tactics individually and Understand the need for Make simple decisions in create tactics within their Use simple tactics to help tactics and can identify when within a team. Begin to use simple tactics Use simple tactics. team and evaluate the response to a situation. their team score or gain to use them in different with guidance. effectiveness of these. possession. situations.

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Progression Journey: Body Management

through yoga and gymnastics

These unit link to the following strands of the NC:



KS1: master basic movements as well as developing balance, agility and co-ordination. KS2: develop flexibility, strength, technique, control and balance. 3 6 5 1 2 **EYFS** Show increasing Combine and perform **Complete balances** Use body tension to Perform balances on Create shapes Perform balances control and balance more complex balances perform balances both making their body with increasing showing a basic level different body parts when moving from one with control, technique stability, control and individually and with a of stillness using tense, stretched with some control balance to another. and fluency. different parts of their and curled. technique. partner. and balance. bodies. Use strength to Demonstrate more improve the quality of Demonstrate some Demonstrate increasing Take body weight on Take body weight on Begin to take weight complex actions with a strength and control strength, control and an action and the different body parts, on different body hands for short good level of strength and when taking weight on technique when taking range of actions with and without parts. periods of time. different body parts for technique. own and others weight. apparatus. longer periods of time. Use flexibility Confidently transition from to improve the quality Show increased Demonstrate Demonstrate poses one action to another Show shapes Demonstrate of the actions they increased flexibility awareness of and actions that and movements showing appropriate increased flexibility perform as well as and extension in extension and control and stretch their that challenge and extension in the actions they their flexibility. flexibility more challenging extension for the bodies. their actions. choose to link them. in actions. actions. complexity of the action. Create and perform Plan and perform with Copy, remember, more complex Plan and perform Choose actions that Remember, repeat precision, control and repeat and plan sequences of actions Copy and link simple flow well into one sequences showing and link simple fluency, a sequence of linking simple with a good level of actions together. control and technique actions including a another both on and actions together. actions with some with and without a off apparatus. wide range of skills. control and partner. technique. without a partner.

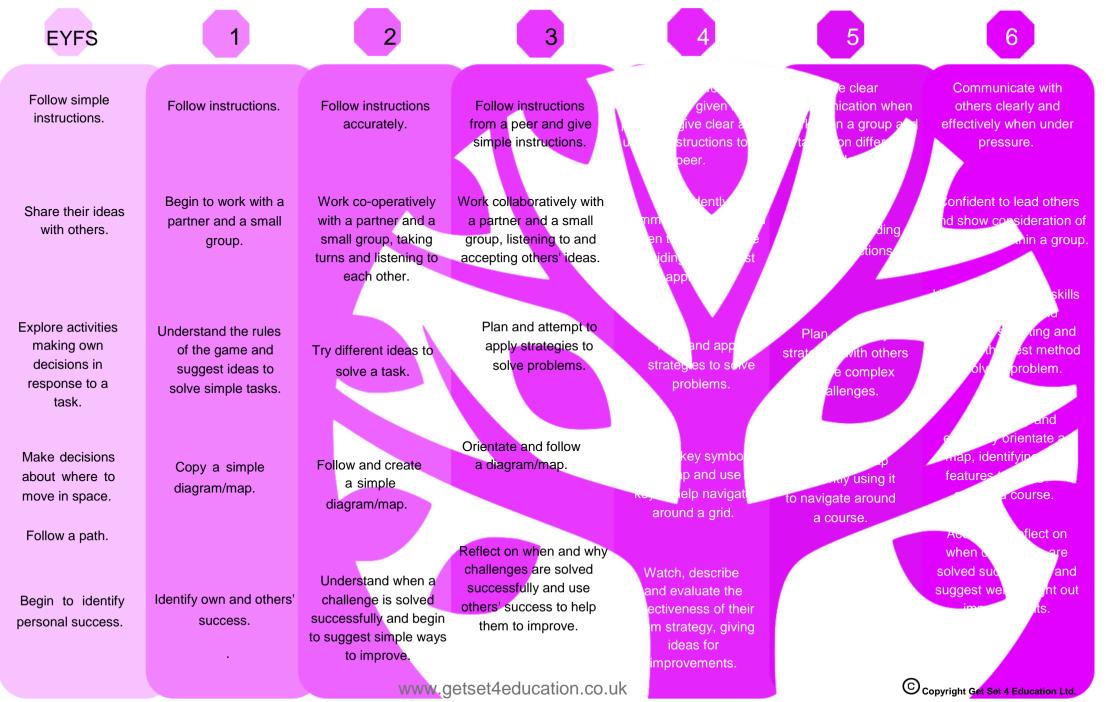
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Progression Journey: OAA through team building and OAA

These units link to the following strands of the NC: KS1: participate in team games, developing simple tactics,

KS2: take part in outdoor and adventurous activity challenges both individually and within a team.



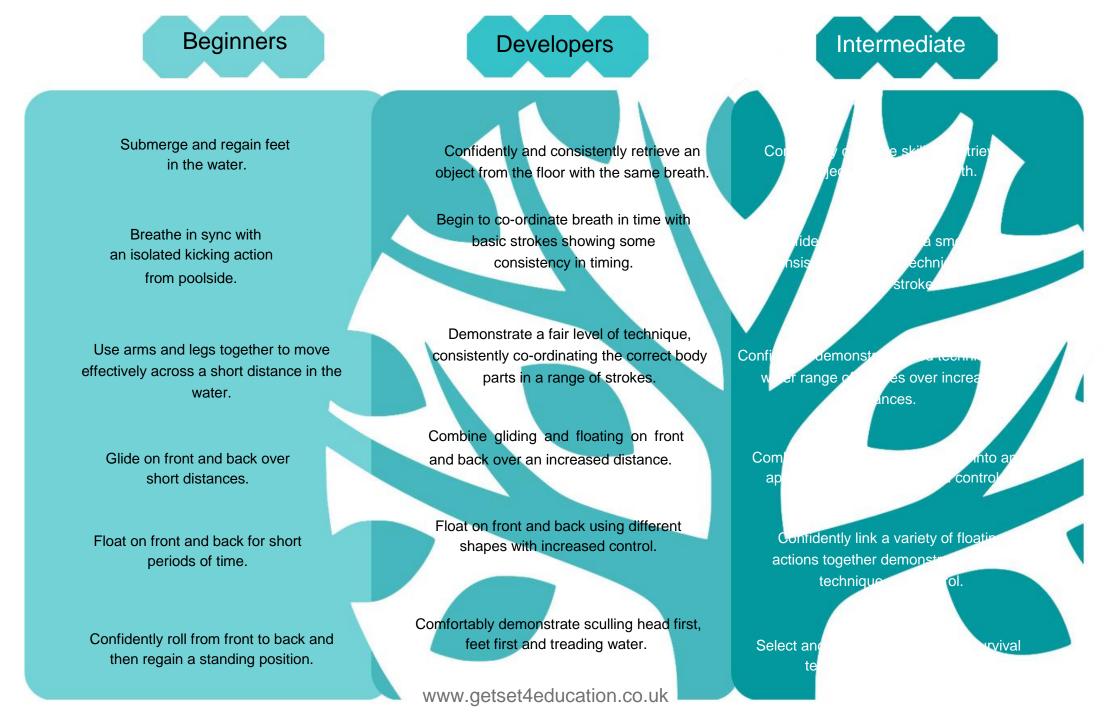


Progression Journey: Swimming

NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.

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Progression Journey: **SET**

	EYFS	1 2	3 4	56
SOCIAL	Take turns.	Encourage others to keep trying.	Encourage and motivate others to work to their personal best.	Share ideas with others and work together to decide on the best
	Learn to share equipment with others.	Talk to a partner about their ideas and take turns to listen to each other.	Work with others to achieve a shared goal.	approach to a task. Lead others and show consideration c including all within a group.
	Share their ideas with others.	Work with a partner and small group to play games and solve challenges.	Work with others to self manage games.	Communicate with others clearly and effectively.
EMOTIONAL	Try again if they do not succeed.	Show determination to continue working over a longer period of time.	Persevere when finding a challenge difficult. Understand what their best looks like	at may and semination to achieve it.
	Practise skills independently.	Determined to complete the challenges and tasks set. Explore skills independently before	and they work hard to achieve it. Begin to use rules showing awareness of	achiev achiev achiev achiev achiev achiev achiev achiev
	Confident to try new tasks and challenges.	asking for help. Confident to share ideas, contribute to class discussion and perform in front of others.	fairness and honesty. Show an awareness of how other people feel.	and hone en playing inde y Conf attempt tasks a eng le of their comf le.
THINKING	Begin to identify personal success.	Make decisions when presented with a simple challenge. E.g. move to an open	Pupils make quicker decisions when selecting and applying skills to a	ndual ar
	Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.	space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose	situation. E.g. who to pass to and where to move. Select and apply from a wider range of	when playing games or completing to moved here because my te
	Begin to provide simple feedback saying what they liked or thought was good	to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key	skills and actions in response to a task. Provide feedback using key	Identify the ers' strengths and areas viding sensitive feedb vs to improve.
	about someone else's performance.	words from the lesson.	terminology.	Sele

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