



Progression of skills document 2025-2026



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.

EYFS

Copy basic
body actions
and rhythms.

1

Copy, remember
and repeat
actions.

2

Copy, remember
and repeat a
series of actions.

3

Copy remember
and perform a
dance phrase.

4

Copy, remember and
adapt set
choreography.

5

Accurately copy
and repeat set
choreography in
different styles

6

Perform dances
confidently and fluently
with accuracy and good

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Copy basic body actions and rhythms.

Copy, remember and repeat actions.

Copy, remember and repeat a series of actions.

Copy remember and perform a dance phrase.

Copy, remember and adapt set choreography.

Accurately copy and repeat set choreography in different styles

Perform dances confidently and fluently with accuracy and good

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.



EYFS

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Run and stop with some control.

Attempt to run at different speeds showing an awareness of technique.

Show balance and co-ordination when running at different speeds.

Show balance, co-ordination and technique when running at different speeds, stopping with control.

Demonstrate how and when to speed up and slow down when running.

Run at the appropriate speed over longer distances or for longer periods of time.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Explore skipping as a travelling action.

Begin to link running and jumping movements with some control.

Link running and jumping movements with some control and balance.

Link running, hopping and jumping actions using different take offs and landing.

Link hopping and jumping actions with some control.

Show control at take-off and landing in more complex jumping activities.

Link running, jumping and hopping actions with greater control and co-ordination.

Jump and hop with bent knees.

Jump, leap and hop and choosing which allows them to jump the furthest.

Show hopping and jumping movements with some balance and control.

Jump for distance and height with an awareness of technique.

Jump for distance and height showing balance and control.

Perform a range of more complex jumps showing some technique.

Perform jumps for height and distance using good technique.

Throwing larger balls and beanbags into space.

Throw towards a target.

Change technique to throw for distance.

Throw a variety of objects, changing action for accuracy and distance.

Throw with some accuracy and power towards a target area.

Show accuracy and power when throwing for distance.

Show accuracy and good technique when throwing for distance.

Balance whilst stationary and on the move.

Show some control and balance when travelling at different speeds.

Show control and balance when travelling at different speeds.

Demonstrate balance when performing other fundamental skills.

Demonstrate good balance when performing other fundamental skills.

Demonstrate good balance and control when performing other fundamental skills.

Show fluency and control when travelling, landing, stopping and changing direction.

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Copy, remember and adapt set choreography.

Accurately copy and repeat set choreography in different styles

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Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching.

Participate in team games, developing simple tactics for attacking and defending.

KS2: use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and



EYFS

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Drop and catch with two hands.

Drop and catch a ball after one bounce on the move.

Dribble a ball with two hands on the move.

Dribble the ball with one hand with some control in game situations.

Link dribbling the ball with other actions with increasing control.

Use dribbling to change the direction of play with some control under pressure.

Use dribbling to change the direction of play with control under pressure.

Move a ball with feet.

Move a ball using different parts of the foot.

Dribble a ball with some success, stopping it when required.

Dribble a ball with feet with some control in game situations.

Change direction when dribbling with feet with some control in game situations.

Dribble with feet with some control under increasing pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Throw and roll a variety of beanbags and larger balls to space.

Throw and roll towards a target with some varying techniques.

Throw and roll towards a target using varying techniques with some success.

Use a variety of throwing techniques in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Kick larger balls to space.

Kick towards a stationary target.

Show balance when kicking towards a target.

Kick towards a partner in game situations.

Kick with increasing success in game situations.

Use a variety of kicking techniques with some control under increasing pressure.

Select and apply the appropriate kicking technique with control.

Stop a beanbag or large ball sent to them using hands.

Catch a beanbag and a medium-sized ball.

Catch an object passed to them, with and without a bounce.

Catch a ball passed to them using one and two hands with some success.

Catch a ball passed to them using one and two hands with increasing success.

Catch and intercept a ball using one and two hands with some success in game situations.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Attempt to stop a large ball sent to them using feet.

Attempt to track balls and other equipment sent to them.

Move to track a ball and stop it using feet with limited success.

Receive a ball sent to them using different parts of the foot.

Receive a ball using different parts of the foot under pressure.

Receive a ball using different parts of the foot under pressure with increasing control.

Receive a ball with consideration to the next move.

Hit a ball with

Strike a stationary ball

Strike a ball using a racket

Strike a ball with varying

Strike a ball using varying

Strike a ball using a wider range of skills. Apply these

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under

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Copy remember and perform a dance phrase.

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Copy, remember and adapt set choreography.

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Accurately copy and repeat set choreography in different styles

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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.



EYFS

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

1

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

2

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

3

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

4

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

5

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

6

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

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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.



EYFS

Follow simple instructions.

Share their ideas with others.

Explore activities making own decisions in response to a task.

Make decisions about where to

1

Follow instructions.

Begin to work with a partner and a small group.

Understand the rules of the game and suggest ideas to solve simple tasks.

Copy a simple diagram/map

2

Follow instructions accurately.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Try different ideas to solve a task.

Follow and create a simple

3

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems.

Orientate and follow a diagram/map

4

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a

5

Use clear communication when working in a group and taking on different roles.

Begin to lead others, providing clear instructions.

Plan and apply strategies with others to more complex challenges.

Orientate a map confidently using it

6

Communicate with others clearly and effectively when under pressure.

Confident to lead others and show consideration of including all within a group.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Confidently and efficiently orientate a

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Beginners

Developers

Intermediate

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good

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Progression Journey: SET



EYFS

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5

6

SOCIAL

Take turns.

Learn to share equipment with others.

Share their ideas with others.

Encourage others to keep trying.

Talk to a partner about their ideas and take turns to listen to each other.

Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.

Work with others to achieve a shared goal.

Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.

Lead others and show consideration of including all within a group.

Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.

Practise skills independently.

Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.

Determined to complete the challenges and tasks set.

Explore skills independently before asking for help.

Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.

Understand what their best looks like and they work hard to achieve it.

Begin to use rules showing awareness of fairness and honesty.

Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.

Use different strategies to persevere to achieve personal best.

Compete within the rules showing fair play and honesty when playing independently.

Confident to attempt tasks and challenges outside of their comfort zone.

Begin to identify

Make decisions when presented with a

Pupils make quicker decisions when

Reflect and evaluate their performances both as a group and as an individual and