

# PE Skills Progression KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	OAA Active Games	Basketball Stretching and Curling	Hockey Roman March	Qwik Cricket Symmetry and Asymmetry	Athletics Rainforest Dance- Vall Sabin	Athletics Tennis
Year 4	OAA Active Games	Football Movements and Balance	Netball Tudor Dance	Tag Rugby Rolling	Athletics Viking Dance	Rounders Lacrosse
Year 5	OAA Active Games	Basketball 1920s Dance	Hockey Gymnastics	Qwik Cricket Sitting Volleyball	Athletics Swimming	Tennis Swimming
Year 6	OAA Active Games	Football Matching and Mirroring	Netball The Waltz	Tag Rugby Synchronisation and Canon	Athletics Egyptian Dance	Lacrosse Rounders

Key Stage 2	Year 3	Year 4	Year 5	Year 6
use running, jumping, throwing and catching in isolation and in combination	Send and receive with control to keep possession to score.  Say when a player has moved to help others; apply this knowledge to their own play.	Demonstrate good technique, fluency of movement and consistency in a wide range of running, jumping and sending actions and challenges.	Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance.  Understand how stamina and power help people to perform well in different athletic activities.	Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.  Understand how stamina and power help people to perform well in different athletic activities.
play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending	Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills.  Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small	Play games with some fluency and accuracy, using a range of throwing and catching techniques.  Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack	Pass, dribble and shoot with control in games  Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly.	Pass, dribble and shoot with control an accuracy in games.  Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense.

	games; know rules and use them fairly to keep games going.			
develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics	<p>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities</p> <p>Perform actions and movement with control, coordination and variety with a clear start and finish.</p> <p>Choose and plan sequences of contrasting actions Adapt sequences to suit different types of apparatus and group work; explain how strength, suppleness, balance, coordination affect performance.</p>	<p>Perform actions and movement with control, coordination and variety with a clear start and finish.</p> <p>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</p> <p>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p>	<p>Create, practice, perform and refine longer sequences including changes in level, direction and speed.</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</p>	<p>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</p> <p>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</p> <p>Explain how using different parts of their impacts on balance, coordination and travel.</p>
perform dances using a range of movement patterns	<p>Improve freely, translating ideas from a stimulus into movement.</p> <p>Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control.</p>	<p>Develop and respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns to structure dance phrases individually and collaboratively, refine, repeat and remember dance phrases clearly and fluently; show sensitivity to the dance idea and music.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently.</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups.</p> <p>Adapt and refine and understand different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently.</p> <p>Organize their own safe activities to support class development in dance; show an understanding of the impact this has on their fitness, health and wellbeing.</p>
take part in outdoor and adventurous activity	Complete Physical problems as an individual and a team	Improve teamwork skills and trust with peers.	Understand what it takes to be part of a team.	Understand and explain the main principles of team work.

<p>challenges both individually and within a team</p>	<p>Draw and follow map as a team, use a compass to solve problems</p>	<p>Draw and follow a map, use a compass to solve problems</p> <p>Read and follow a map to solve clues as a team.</p>	<p>Draw and follow a detailed map using a compass.</p> <p>Work as a team to follow instructions and complete and orienteering course/Race</p>	<p>Follow a detailed map and plan the most effective route.</p> <p>Plan and complete an orienteering course/race.</p>
<p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Compare and contrast performances using appropriate language, through self and peer assessment.</p> <p>Introduce and Complete a personal best challenge.</p>	<p>Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better.</p> <p>Set and complete a personal best challenge.</p>	<p>Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p> <p>Create and complete their own personal best challenge.</p>	<p>Identify their own strengths and suggest practices to help them improve.</p> <p>Recognise through peer assessment on performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences.</p> <p>Create and complete own personal best challenge. Create and set a personal best challenge for some one else.</p>
<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively such as front crawl, backstroke and breaststroke</li> </ul>			<p>All year 5 children complete swimming lessons in the Summer term.</p>	<p>Those children, who have not met the NC objectives for swimming in Year 5, have additional swimming lessons in Year 6 during the Summer term.</p>

- perform safe self-rescue in different water-based situations.

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