



Physical Education Knowledge & Skills Progression KS2

| NATIONAL CURRICULUM | | | | |
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| Aims | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
| | <p>Swimming and water safety</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. | | | |
| | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
| Dance | <ul style="list-style-type: none"> • Perform basic dance actions in timing to a song/rhythm/beat • Show flexibility, strength, technique, control and balance when performing to music • Become increasingly competent and confident. • Create appropriate actions/movements relating to a chosen song | <ul style="list-style-type: none"> • Know, apply and understand key skills of a good performance and make recommendations of how to make improvements • Complete dance actions using counts of 4 and 8 | <ul style="list-style-type: none"> • Move in time to music, creating movements that express the meaning and mood of the piece • Create short dance routines that relates to a piece of music • Explain decisions when creating/choosing movements that feature in a short routine • Perform short routines with good timing | <ul style="list-style-type: none"> • Create a dance routine with a partner or a small group that has the following: <ul style="list-style-type: none"> •Appropriate actions/movements relating to a chosen song •Appropriate actions to represent characters within a dance •Combine dance actions in timing of a song/rhythm/beat • Include a variety of expressions to match movements, actions and the song selected |

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| Gymnastics | <ul style="list-style-type: none"> • Complete a forward roll from a high starting position. • Link gymnastic skills together | <ul style="list-style-type: none"> • Combine movements, actions and balances individually or collaboratively to create a routine. • Compare performances with previous ones and demonstrate improvements to achieve personal best. | <ul style="list-style-type: none"> • Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength • Compare performance to previous ones and make suggestions for improvements | <ul style="list-style-type: none"> • Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence • Explain ways to improve their own performance in order to achieve their personal best • Perform sequences on multiple levels using space expressively |
| Sending and Receiving | <ul style="list-style-type: none"> • Use a variety of equipment to send and receive to a partner • Receive from a variety of heights, speeds, distances and angles • Throw, catch, strike and field a ball with control/accuracy. • Explain and apply sending and receiving techniques | <ul style="list-style-type: none"> • Maintain control when travelling with equipment • Begin to make good decisions to maintain possession • Effective communication/signals to help maintain child in possession • Master sending and receiving different objects | <ul style="list-style-type: none"> • Use different techniques to travel, pass/shoot in a variety of modified games • Develop an understanding of how to improve and evaluate own performance • Throw and catch constantly from a variety of heights, angles and distances | <ul style="list-style-type: none"> • Understand and show how a team can retain possession • Maintain possession when competing against equal numbers • Make effective choices of when to send or travel when competing against others. • Send and receive accurately whilst travelling |
| Athletics | <ul style="list-style-type: none"> • Apply running techniques to improve performance • Apply throwing techniques to improve performance • Take off, jump and land demonstrating control and balance • Compete against others in a variety of events/games | <ul style="list-style-type: none"> • Develop an awareness of time, speed and distance • Select appropriate speed when travelling at a variety of distances • Throw with coordination, force, distance, control and accuracy • Compare own performances with previous ones | <ul style="list-style-type: none"> • Apply running techniques to improve performance • Apply throwing techniques to improve performance • Take off, jump and land demonstrating control and balance • Compete against others in a variety of events/games | <ul style="list-style-type: none"> • Develop an awareness of time, speed and distance • Select appropriate speed when travelling at a variety of distances • Throw with coordination, force, distance, control and accuracy • Compare own performances with previous ones |

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| Fundamental movements | <ul style="list-style-type: none"> • Demonstrate control, coordination, agility and balance when travelling through equipment. • Apply basic principles suitable for attacking and defending • Demonstrate resilience when participating in activities | <ul style="list-style-type: none"> • Recognise when to use effective changes of speed and direction when competing in a game. • Negotiate space within a game to make quick decisions. • Master basic movements including running and jumping • Apply agility, balance and coordination skills, individually and with others | <ul style="list-style-type: none"> • Demonstrate control, coordination, agility and balance when travelling through equipment. • Apply basic principles suitable for attacking and defending • Demonstrate resilience when participating in activities | <ul style="list-style-type: none"> • Recognise when to use effective changes of speed and direction when competing in a game. • Negotiate space within a game to make quick decisions. • Master basic movements including running and jumping • Apply agility, balance and coordination skills, individually and with others |
| Attack and Defend | <ul style="list-style-type: none"> • Pass and move demonstrating control and accuracy • Send and receive with good pace and distance • Compete against others, individually and as a group • Apply simple tactics and strategies when competing against others • Show determination and resilience when competing against self and others | <ul style="list-style-type: none"> • Contribute in discussions with good ideas and suggestions • Apply transferable skills in a variety of competitions/ games/events • Identify areas of a good performance and make suggestions for improvement • Demonstrate a climate of joy, freedom, respect and celebration • Know and explain key skills of a good performance | <ul style="list-style-type: none"> • Create tactics and strategies when competing against others that are relevant to the game/activities • Evaluate own teams performance • Apply transferable skills in a variety of competitions/ games/events and explain their importance • Attack with speed and purpose when faced by opposition | <ul style="list-style-type: none"> • Compete against others, individually and as a group following ideas and tactics that have been created • Identify areas of a good/bad performance and make suggestions for improvement • Know and explain key skills of a good performance |
| Tactics and Strategies | <ul style="list-style-type: none"> • Develop strategies to cause problems for opposition. • Demonstrate resilience when participating in activities against the opposition. • Recognise transferable skills to use in a variety of sports. | <ul style="list-style-type: none"> • Defend an area 1 V 1 or 2 v 2 using a plan. • Attack an area 1 V 1 or 2 v 2 using a plan Work collaboratively as part of a team • Analyse own performance. | <ul style="list-style-type: none"> • Identify skills that are transferable to other sports/activities • Recognise what works well and what changes would need to be made to improve performance • Attack an area 3 V 3 or 4 v 4 using a plan | <ul style="list-style-type: none"> • Recognise the main aspect of a good performance from the opposition Create tactics and strategies to combat other teams performance • Defend an area 3 V 3 or 4 v 4 using a plan • Identify suitable attacking and defending methods and adapt from the opposition |

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| Competing | <ul style="list-style-type: none"> Compete against self and/or others using a variety of methods. Start to develop a knowledge of a variety of skills and how to improve performances | <ul style="list-style-type: none"> Compare own performances with previous ones and identify areas for improvement Compete in modified sport/activities | <ul style="list-style-type: none"> Recognise skills that are important to the game and apply where necessary. Recognise different responsibilities within formation when competing as a team Show resilience when competing as an individual or a team, | <ul style="list-style-type: none"> Use and adapt tactics choosing the most effective one for different situations Explain the importance of attacking at speed Make more than 1 suggestion of how to defend as a team |
| Striking & Fielding | <ul style="list-style-type: none"> Take up appropriate fielding position in relation to other children and the batter Apply basic principles for striking and fielding | <ul style="list-style-type: none"> Adapt ideas for striking and fielding strategies Strike a moving ball with control and accuracy Describe batting techniques Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter | <ul style="list-style-type: none"> Strike a moving ball with control and accuracy Throw at a target with speed and accuracy when competing Recognise danger areas when fielding and react to situations presented by batting children | <ul style="list-style-type: none"> Set up appropriate fielding positions as a team and as an individual Perform an over arm bowl with good weight and speed Use effective communication when batting |
| Outdoor Adventurous Activities | <ul style="list-style-type: none"> Children understand the concept of a basic map and can follow simple route. Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team. Apply effective communication to solve simple problems | <ul style="list-style-type: none"> Complete a simple orienteering course Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them. Children to self and peer asses routes followed on a map | <ul style="list-style-type: none"> Create a simple trail on a orienteering map Pinpoint locations using lining up techniques Create a simple map using scale and Birdseye view | <ul style="list-style-type: none"> Evaluate other children's decisions when pinpointing locations on a map Explain the importance of symbols, fractions and travelling speeds when completing an orienteering course |

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| Awareness | <ul style="list-style-type: none"> • Apply simple tactics and strategies when competing against others • Pass and move demonstrating control and accuracy with good pace and distance to maintain possession as a team/group • Show determination and resilience when competing against self and others | Contribute in discussions with good ideas and suggestions Apply transferable skills in a variety of competitions/games/events Identify areas of a good performance and make suggestions for improvement Know and explain key skills of a good performance | | |
| Swimming | | | | <ul style="list-style-type: none"> • Swim between 25-50m unaided. • Apply breathing and surviving techniques • Perform a variety of strokes |