

PE Progression of Skills Key Stage 2

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|   | Year 3  | Year 4  | Year 5   | Year 6   | End of Key stage expectations  |
| Combination of Communication, Collaboration and Competitiveness (4C’s)  |  Begin to communication between members of your team.  Have an understanding of what to do next in a competitive game situation by thinking about their individual role in the game.  |  Begin to communication between members of your team.  Have an understanding of what to do next in a competitive game situation by thinking about their individual role in the game.  |  Developing communication between members of your team.  Have an understanding of what to do next in a competitive game situation.  |  Developing communication between members of your team.  Know what to do next in a competitive game situation to achieve the goal.  |  Developing communication between members of your team.  Know what to do next in a competitive game situation to achieve the goal.  |
| Invasion Football Hockey  |  Has an awareness of basic attacking and defending skills through games, such as: Stuck in the mud, Dodgeball and Piggy in the middle.  Be able to perform a single movement or skill with some control.  Sending and receiving a ball with some accuracy-changing the size of the balls.  |  With support, discuss and apply simple tactics for attacking and defending.  Develop the combination of skills such as stopping a ball and sending it to another person. Receiving, sending and awareness of the game.  |  With support, create simple tactics for attacking and defending.  Confidently use a combination of skills by sending and receiving a ball with accuracy.  |  Creating a strategy for your team by showing tactical awareness.  Confidently use a combination of skills by sending and receiving a ball with accuracy. Encourage the children to think about tactics here.  |  Creating a strategy for your team by showing tactical awareness.  Confidently use a combination of skills by sending and receiving a ball with accuracy. Encourage the children to think about tactics here.  |
| Net and Wall Basketball/Netball Tennis   |  Sending and receiving a ball with some accuracy-changing the size of the balls.  Has an awareness of basic attacking and defending skills.  Basic passing to a partner.  |  With support, discuss and apply simple tactics for attacking and defending through partner work.  Confidently use a combination of skills by sending and receiving a ball with accuracy- pivoting to change direction.  |  With support, discuss and apply simple tactics for attacking and defending through small group work.  Jump to catch a ball.  Use a variety of passing- bounce, chest, and overhead pass with accuracy.  |  Creating a strategy for your team by showing tactical awareness.  Confidently use a combination of skills by sending and receiving a ball with accuracy. Encourage the children to think about tactics here.  Pass and move to a space.  Use a variety of passing- bounce, chest, and overhead pass with accuracy and speed.  |  Creating a strategy for your team by showing tactical awareness.  Confidently use a combination of skills by sending and receiving a ball with accuracy. Encourage the children to think about tactics here.  Pass and move to a space.  Use a variety of passing- bounce, chest, and overhead pass with accuracy and speed.  |
| Bat and Ball Rounder’s/Cricket   |  Roll a ball with accuracy at a target.  Emerging accuracy through throwing a ball to a partner, altering the size of the ball used. (roll, bounce, under arm throw, over arm throw)  Hitting a ball to a partner with accuracy. (bounce the ball in front of them)  Catch a ball with two hands confidently and begin to use their dominant hand for one handed.  |  Developing accuracy through throwing a ball to a partner, altering the distance thrown.  Hitting a ball to a partner with accuracy by throwing the ball in the air.  Catch a ball with two hands and dominant hand confidently.  Develop non dominant hand for catching a ball.  |  Throw a ball at speed with accuracy.  Hit a bowling ball with accuracy.  Understand the key roles in a game or rounder’s and cricket. (bowler, backstop, first base) (bowler, wicket keeper)  Use tactics effectively in a competitive game.  Catch confidently with both two handed and one handed catches.  |  Use a combination of running, throwing and catching skills in isolation and in a game.  Hitting a moving ball with speed, accuracy and distance.  Improve spatial awareness in a game situation.  Understand the key roles in a game or rounder’s and cricket. (bowler, backstop,  |  Use a combination of running, throwing and catching skills in isolation and in a game.  Hitting a moving ball with speed, accuracy and distance.  Improve spatial awareness in a game situation.  Understand the key roles in a game or rounder’s and cricket. (bowler, backstop, first base) (bowler, wicket keeper)  Use tactics effectively in a competitive game.  |



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|  |  |  |  | first base) (bowler, wicket keeper)  Use tactics effectively in a competitive game.  Catch competently using position and direction in a competitive nature.  |  Catch competently using position and direction in a competitive nature.  |
| Athletics Field/Track  |  Run 100 m and 200 m without stoppi To use equipment safely and with de batons, and javelins)  To throw a ball and a javelin for dist Perform a standing jump. (Understan Perform a running jump with some ac | ng. veloping cance. d the tra curacy.  | ontrol in confidence. (Relay nsference of weight)  |  Run 400 m without stopping.  Select an appropriate running confidence.  To use equipment safely and hammer throws, shot putt a To throw with accuracy and d Perform a running jump with and a jump)  Record a peer’s performance  |  technique/start and execute with with control. (Relay batons, javelins, nd hurdles) istance. (technique of throwing) more than one component. (hop, skip and evaluate it. (stop watch, IPad)  |   |
| Dance  |   |   |   |   |  Move appropriately  |   |
| Gymnastics  |  Travelling/jumping/turning/balances- patch and point.  Simple sequence with a clear beginning and ending.  Teach forward rolls.  Describe their own work using the correct vocab.  |       | Continue developing the skills from Year 3. Symmetrical/asymmetrical movements. Continue with forward rolls developing ways of entering one- moving. Dive forward roll. Balance- headstands- partners/wall supporting. Perform and evaluate own performance.  |  Create sequences incorporating travelling, jumping, turning and balancing.  Bridges- developing flexibility.  Continue with forward rolls and headstands.  Perform and evaluate own performance.  |  Create sequences with a partner or a small group in unison.  Cannon  Teach cartwheels.  Teach backward rolls.  Consolidate bridges, forward rolls and headstands.  Perform and evaluate own and performances of others and make improvements.  |   |