



St Peter's C of E Primary School
Physical Education Progression

'Let Your Light Shine'

Matthew 5:16

Key Learning in GAMES KS2

		Developing Skills			Attacking and Defending Strategies		Evaluating success
By the end of year 6	<p>Travelling §•Change speed and direction easily i.e. dodging and swerving. ▪Travelling with an object i.e. running or dribbling a ball with/without equipment.</p>	<p>Sending and Receiving – Invasion Games ▪Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. Scoring Skills ▪Shoot and score accurately in a range of ways. ▪Shot from a distance and from close range.</p>	<p>Net Wall Games ▪Throw a ball underarm, overarm. § Intercept a ball. ▪Hold and swing the racket well and play shots on both sides of the body and above their heads. ▪Play shots with reasonable accuracy. ▪Keep a rally going that is not cooperative.</p>	<p>Striking Fielding Games ▪Hit a ball off a tee. ▪Different ways of striking a ball using different equipment (e.g. rounders, cricket). ▪Catch a small ball with two hands. ▪Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. ▪Bowl underarm and overarm with increasing accuracy and speed. ▪Retrieve, intercept and stop a ball when fielding.</p>	<p>Attacking Skills ▪Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. ▪Choose when to pass or dribble, so they keep possession and make progress towards the goal. ▪ Use a range of tactics to keep possession of the ball and get into positions to shoot or score.</p>	<p>Defending Skills ▪Know how to mark and defend their goal(s). ▪Ways of keeping the ball away from defenders. ▪How to mark a player and space. ▪Intercept and tackle to get the ball back. ▪Position themselves well on court. ▪Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. ▪Choose and use batting or throwing skills to make the game hard for their opponents. ▪Strike the ball accurately into spaces and different parts of the playing area. ▪Direct the ball away from fielders using different angles and speeds.</p>	<p>▪Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. ▪Explain the tactics and skills that they are confident with and use well in games. ▪Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. ▪Explain why a performance is good. Recognise and describe the best points in an individuals and a team’s performance. ▪Identify aspects of their own and others performances that needs improving.</p>

<p>Year 3</p>	<p>To be able to move into space after using a pass. Apply a feint when passing to outwit a defender. Apply simple tactics to outwit a defender.</p>	<p>Netball/Basketball: To perform a chest and bounce pass during a game. Rugby – To perform a swing pass in a game.</p>	<p>Consolidate throwing actions and catching with accuracy. To explore different ways of throwing. Strike a ball using hand or small bat. Practise striking skills using a racquet. To devise their own game.</p>	<p>To demonstrate how to throw a ball overarm with SOME accuracy. To strike a ball from a tee or drop feed. To catch a ball in a game. To demonstrate bowling underarm with SOME accuracy.</p>	<p>Apply simple tactics in modified games. To be able to move into space after passing.</p>	<p>Apply simple tactics to outwit defenders. Apply a feint when passing a ball. To strike a ball of a tee with some accuracy.</p>	<p>Player - To agree and play by the rules and not to cheat. Official - To recognise fair play and award point for it. To suggest ideas and practices to improve their play. To make simple assessment of their own performance based on the success criteria.</p>
<p>Year 4</p>	<p>To demonstrate dribbling a basketball with control. To find space to receive a pass. To demonstrate how to run holding a ball. (RUGBY) To demonstrate how to run and pass a rugby ball.</p>	<p>Netball/Basketball: To demonstrate a chest bounce pass with accuracy to a team player. Rugby - To demonstrate an accurate swing pass.</p>	<p>To further consolidate throwing actions. To strike a ball using their hand or small bat with accuracy. To develop a range of striking skills suitable for net/wall activities.</p>	<p>To demonstrate how to throw a ball underarm with accuracy. To catch a ball with confidence during a game. To demonstrate how to strike a ball from a batting tee or drop feed. To demonstrate bowling underarm with accuracy.</p>	<p>To use a simple tactic in a game. To find space to receive a pass. To suggest ideas and practices to improve their play. To choose from a range of simple tactics to use in a simple ,modified competitive game.</p>	<p>To apply tactics to outwit an opponent. To strike a ball off a tee and place it into space, in a game. Apply a feint when passing a ball in game.</p>	<p>TO be able to evaluate what went well within a game. TO show determination by not giving up. To have a positive attitude and offer positive feedback to member of their team. To know why warming up is important. To suggest ideas and practices to improve their play.</p>

<p>Year 5</p>	<p>To demonstrate dribbling with a ball using a stick. To consolidate running with a rugby ball</p>	<p>To demonstrate passing and catching accurately with control. To shoot a netball with some accuracy. To demonstrate a shoulder pass. Consolidate chest and bounce pass. To show passing a ball to a teammate using a hockey stick.</p>		<p>To consolidate throwing and bowling underarm. To catch a ball. To throw overarm when fielding. TO explain where to strike a ball in a game. To accurate place a ball into space from a tee. To begin to hit a ball with a cricket or rounders bat in a game. TO begin to demonstrate a bowl overarm - Cricket.</p>	<p>To begin to make a definite conclusion when to pass a ball. To apply simple tactics, with and without a ball, when playing a netball type game. To select attacking tactic when playing a game. To apply self and team tactics in a modified gam</p>	<p>To apply simple tactics, with and without a ball, when playing a netball type game. To apply simple defending skill when playing a hockey type game.</p>	<p>To evaluate own work and that of others, begin to suggest ways to improve. TO provide practical solutions to help teammates. To begin to identify teammate strengths and areas for improvement.</p>
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Year 6	To demonstrate dribbling and shooting a ball using a hockey stick.	To demonstrate passing and catching consistently accurately with control To shoot a netball with some accuracy. To consolidate a shoulder, chest and bounce pass.		To perfect throwing, bowling (underarm and overarm) with accuracy. TO accurately and consistently place a ball into pace from a tee. TO hit a ball with a cricket or rounders bat in a game.	To make a definite conclusion when to pass a ball. To play a role in a competitive modified game. To make decisions when to pass or shoot in a game situation. TO apply self and team tactics in a modified game.	To apply simple tactics, with and without a ball, when playing a netball type game. To apply simple defending skill when playing a hockey type game.	To evaluate own work and that of others and suggest ways to improve. To evaluate success in a competitive modified competition. To identify strengths and areas for improvement in self and teammates. To give advice on how to improve Explain the tactics and skills that they are confident with and use well in games.

Key Learning in GYMNASTICS KS2

Developing Skills		Linking Actions and Sequences of Movement,	Evaluating success
By the end of year 6	Travelling Focus on developing quality of travelling actions both on feet and hands and feet. Shape As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched.	Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Gradually increase their length of sequence. Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner.	Explain the difference between two performances. Make simple assessments of performance based on simple criteria given by the teacher. Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. Suggest improvements to speed, direction and level in the composition. Watch performance and use criteria to make judgements and suggest improvements.
	Balance		

	<p>Focus on developing balances on 1,2,3 or 4 points and large body parts.</p> <p>Counter balance with a partner.</p> <p>Counter tension with a partner.</p> <p>Rolling</p> <p>Focus on developing quality in all the different rolling actions from KS1.</p> <p>Jumping</p> <p>Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1.</p> <p>Jump with shapes in the air.</p> <p>½ turn jump.</p> <p>Handle apparatus</p> <p>Use all actions above on the floor and over, through, across and along apparatus.</p> <p>Perform different combinations of actions and perform these with a change of speed, level or direction.</p> <p>Develop tension, extension and transfer of weight in their actions</p>	<p>Make up longer sequences and perform them with fluency and clarity of movement.</p> <p>Vary direction, levels and pathways to improve the look of a sequence.</p> <p>Use planned variations and contrasts in actions and speed in their sequences.</p> <p>Perform actions on the floor then from floor to apparatus,</p>	<p>Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.</p>
<p>Year 3</p>	<p>To demonstrate travelling with control on 4 points.</p> <p>To show balances with stillness on 1,2,3 and 4 points of the body.</p> <p>To start to combine actions of travelling and balance.</p> <p>To demonstrate basic rolls with accuracy and control.</p> <p>To demonstrate jumping and landing safely.</p> <p>To show different travelling, balancing, rolling and jumping on apparatus.</p>	<p>To move from one action to another smoothly.</p> <p>To create, adapt and demonstrate a sequence to a partner of at least 6 actions using travelling, rolling, jumping and balancing on small body parts.</p>	<p>To willingly accept and give feedback to a partner to help them improve.</p> <p>To recognise strengths and areas for improvement in a partner's performance.</p> <p>To control fears when jumping from a height.</p>
<p>Year 4</p>	<p>Consolidate traveling on hand and feet.</p> <p>To show balances in front and back positions.</p> <p>To demonstrate dish and arch.</p> <p>Start to combine travelling, jumping and balancing.</p> <p>To further demonstrate basic rolls with accuracy and control.</p> <p>To demonstrate balance on one foot and arabesque.</p>	<p>To move from one action to another smoothly.</p> <p>To create and adapt a sequence to a partner of at least 6 actions using travelling, rolling, jumping and balancing on small body parts.</p> <p>To teach a sequence to a partner.</p> <p>To perform a sequence of 6 moves that meets level 1 competition criteria.</p>	<p>To start to see the improvement by practising skills over time.</p> <p>Make simple assessments of quality of theirs and their partner's performance.</p>

Year 5	<p>To perform partner balances. To know the difference between counter balance and counter tension.</p>	<p>To create a simple sequence of matched and mirrored partner balances. To perform a range of counter balance and counter tension actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner.</p>	<p>To identify strengths and areas for improvement using the success criteria. To speak clearly, with confidence, when demonstrating a shape.</p>
Year 6	<p>To perform shapes and balances with a partner. TO demonstrate counter balance and counter tension paired balances using apparatus. TO demonstrate a group counter balance. To demonstrate paired and group balances in unison.</p>	<p>To create a gymnastic sequence with counter balances and counter tension in a partner. To create a gymnastic sequence with counter balances and counter tension in a group.</p>	<p>To recognise strengths and areas for improvement in theirs, their partner or their group's performance. To plan and organise so that their group and they can complete their balances to the best of their ability.</p>

Key Learning in DANCE KS2

	Developing Skills	Linking Actions and Sequences of Movement,	Evaluating success
By the end of year 6	<p>To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively.</p>	<p>To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. To perform more complex dance phrases that communicate character and narrative. Perform in a whole class performance.</p>	<p>To talk about how they might improve their dances. To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p>

Year 3	Explore using their bodies to find interesting ways to demonstrate shapes. Demonstrate unique movement ideas. To create effective movement ideas.	TO work in small groups to create short sequences. Create a solo travel performance following a defined path. To effectively use stillness in their performance. To create, within a group, a rhythmic dance and perform it in unison.	To starts sharing ideas and taking other children's ideas on board. To work as part of a team.
Year 4	To demonstrate, within a group, performing skills in canon and in unison. Demonstrate performance skills with confidence.	To create a duet using increased choreographic skills. TO compose a sequence using contrasting actions.	To motivate partner and group member to share their ideas as well as input their own. To give constructive feedback and work on it. To work with a partner and support them to create a duet.
Year 5	To have increased teamwork skills, spatial awareness and timing. To start to make decisions about their own dances to make them interesting and unique.	Work within a partnership introducing solo opportunities to build confidence. To create and perform a travelling sequence on their own path, remaining in unison with their group. To select, structure, rehearse and perform dances, demonstrating a broad range of skills acquired through school.	TO begin to talk about how they could improve and perfect their dances. To work with respect for one another when creating dances, within a group or duet. Listening and acting on advice given. To understand and select appropriate music and daces moves to fit the success criteria.
Year 6	To be aware of their own timing and can accurately copy and replicate a series of dance moves. To make decisions about their own dances to make them interesting and unique.	To safely perform a range of lifts and counter balances within a group. To perform an entire dance (including duets and solos) with strong characterisation and timing without teacher guidance.	To talk about how they might improve their dances. To describe and evaluate some of the compositional features. of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.

Key Learning in OOA KS2

Trails		Problem Solving	Orienteering
By the end of year 6.	<p>To improve communication skills.</p> <p>To improve ability to work with and trust others.</p> <p>To undertake an adventure trail to develop communication skills.</p> <p>To work safely with a partner in an adventurous environment.</p> <p>To complete a Trail within the school grounds.</p> <p>To increase confidence in decision making.</p> <p>To know how to use a control card.</p>	<p>Take part in outdoor and adventurous activity challenges</p> <p>Develop communication and collaboration skills</p> <p>Evaluate their own success</p> <p>To take responsibility for self and others</p> <p>Take part in activities that involve working with and trusting others</p> <p>To work effectively as part of a team</p>	<p>Know some of the symbols on an orienteering map.</p> <p>Know how set a map.</p> <p>Know how to keep the map "set or "orientated" when they move around a simple course.</p> <p>Know the eight points of a compass.</p> <p>Record information accurately at the control marker.</p> <p>Plan effectively to visit as many control markers in the time allowed.</p> <p>To run safely with a map around a simple orienteering course.</p> <p>Navigate to a control marker on a score event course.</p>
Year 3	<p>To demonstrate (with slight guidance) with a partner how to solve trust challenges.</p> <p>Start to share responsibilities for a task within a group.</p>	<p>Start to work as part of a team.</p> <p>Start to input own ideas on how to complete a task.</p> <p>To believe your partner will keep them safe.</p>	<p>To know how to use a control card.</p> <p>To navigate safely to each control site.</p> <p>To being to orientate a map.</p> <p>To introduce the symbols on an orienteering map.</p> <p>Know the 4 parts of the compass</p>
Year 4	<p>To independently demonstrate with a partner how to solve trust challenges.</p> <p>To share responsibilities for a task within a group.</p>	<p>Demonstrate working as part of a team.</p> <p>To listen and respect the agreed rules.</p>	<p>To know how to orientate a map</p> <p>To know some of the symbols on an orienteering map.</p> <p>Introduce the 8 points of a compass</p>
Year 5	<p>Encourage others to do their best to achieve team success.</p> <p>To navigate to control markers, on a map, during an event.</p> <p>To take decisions about which control markers to visit in the allowed time.</p>	<p>To share idea when working with others.</p> <p>To recognise how to improve.</p>	<p>Know the 8 parts of the compass.</p> <p>Demonstrate how to orientate a map after running.</p> <p>With guidance, can set an efficient route around a course.</p> <p>To demonstrate how to get around a simple course, using the 8 points of a compass.</p>

Year 6	Complete tasks to the best of their ability to ensure that the control is placed accurately. To find correct control markers to visit and how to get there efficiently. To record answers correctly at speed.	To take a leadership approach when working within a group. To recognise and act on ways to improve their times.	Demonstrate how to orientate a map whilst running. To set an efficient route around a course. To plan a route to control.
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