



PE

Progression of knowledge, skills and understanding: Key Stage 2

KS2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use the in different ways and to link them to make actions and sequences of movement. They should enjoy communication, collaborating and competing with each other. They should develop 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), 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 adventure activities challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best
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PE units

	Year A			Year B			Year C		
	Class 3	Class 4	Class 5	Class 3	Class 4	Class 5	Class 3	Class 4	Class 5
Term 1	Football TAG Rugby	Football TAG Rugby	Football TAG Rugby	Football Netball	Football Netball	Football Netball	TAG rugby Netball/ Basketball	TAG rugby Netball/ Basketball	TAG rugby Netball/ Basketball
Term 2	Basketball Dance	Netball Dance	Lacrosse Dance	TAG rugby Gymnastics	TAG rugby Gymnastics	TAG rugby Gymnastics	Dance Football	Dance Football	Dance Football
Term 3	Gymnastics	Gymnastics	Gymnastics	Dance	Dance	Dance	Hockey	Hockey	Hockey

	Circuits	Dodgeball	Swimming	Circuits	Dodgeball	Swimming	Gymnastics	Gymnastics	Swimming/ Gymnastics
Term 4	Principles of play Dodgeball	Principles of play Swimming/ Dodgeball	Principles of play Swimming/ Dodgeball	Principles of play Dodgeball	Principles of play Swimming/ Circuits	Principles of play Swimming/ Dodgeball	Orienteering Circuits	Orienteering Swimming/ Circuits	Orienteering Swimming/ Circuits
Term 5	Orienteering Tennis/ swimming	Orienteering Swimming/ Circuits	Orienteering Tennis	Orienteering Tennis/ swimming	Orienteering Swimming/ circuits	Orienteering Swimming/ Dodgeball	Handball Swimming/ Cricket	Handball Swimming/ Cricket	Handball Dodgeball/ Cricket
Term 6	Athletics Swimming	Athletics Shonkball/ rounders	Athletics Shonkball/ rounders	Athletics Swimming	Athletics rounders	Athletics Handball	Athletics Swimming/ rounders/ Shonkball	Athletics Rounders/ Shonkball	Athletics Rounders/ Shonkball

	Class 3	Class 4	Class 5
Games	<ul style="list-style-type: none"> • Can throw and catch the ball with control and accuracy • Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc) • Understand and follow rules of games, including fair play • Can travel whilst bouncing a ball showing control (e.g. basketball) Can use a range of skills to help them • keep possession and control of the ball • Maintain possession of a ball Pass ball to team mates when appropriate • Can, in pairs, make up a game and play a simple rallying game • Can choose good places to stand when receiving, and give reasons for their choice 	<ul style="list-style-type: none"> • Can use different types of passing the ball with control • Strike a ball with intent and throw it more accurately when bowling and/or fielding Can travel whilst bouncing a ball as well as exhibiting evasion techniques • Attempts to obtain possession of ball by starting • to understand defensive techniques Can keep and use rules they are given Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height • Works well in a group to create various games. Compares and comments on skills to support creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. 	<ul style="list-style-type: none"> • Confidently use a range of passes during games which are appropriate • Can dribble effectively around obstacles and opponents • Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques Perform skills with accuracy, confidence and control • Can combine and perform skills with control, adapting them to meet the needs of the situation • Play shots on both sides of the body including hitting a ball with forehand and backhand Explore and develop different ways of bowling Can play games showing tactical awareness and knowledge of rules and scoring

			<ul style="list-style-type: none"> • Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation • • Can choose when to pass or dribble, so that they keep possession and make progress towards the goal • Field, defend and attack tactically by anticipating the direction of play
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Games Vocabulary

	Year 3 Vocabulary	Year 4 Vocabulary	Year 5 Vocabulary	Year 6 Vocabulary
Target games <ul style="list-style-type: none"> • Invasion games • Fundamentals • Principle of play 	<ul style="list-style-type: none"> • Rules • Receiver • Putt • Dodge • Court/course • Drive • Block 	<ul style="list-style-type: none"> • Communicate • Chipping • Protect • Opponent • Align • Swing 	<ul style="list-style-type: none"> • Par • Tactics • Hole • Officiate • Pressure • Fair play • Power 	<ul style="list-style-type: none"> • Support • Consistently • Co-operatively • Sportsmanship • Tournament • Outwit • Hazard • Bunker
Striking and Fielding Games <ul style="list-style-type: none"> • Invasion games • Fundamentals • Principles of play • Striking and fielding 	<ul style="list-style-type: none"> • Strike • Grip • Rounder • Backstop • Bowl • Post Wicket • Batting • Wicket Keeper • Fielding 	<ul style="list-style-type: none"> • Stance • Retrieve • Opposition • Stumped • Two-handed pick-up • Technique • Short barrier 	<ul style="list-style-type: none"> • Pressure • Backing up • Support • Overtake • Tracking • Outwit • Tactics 	<ul style="list-style-type: none"> • Obstruction • Continuous • Drive hit • Consecutive • Consistently • Co-operatively • Defensive hit
Nat and Wall games <ul style="list-style-type: none"> • Invasion games • Fundamentals • Principles of play 	<ul style="list-style-type: none"> • Serve • Racket • Accurately • Control • Rally • Track 	<ul style="list-style-type: none"> • Outwit • Receiver • Court • Backhand • Forehand 	<ul style="list-style-type: none"> • Tactics • Volley • Co-operatively • Footwork • Continuously • Set 	<ul style="list-style-type: none"> • Consecutive • Deep • Consistently • Forecourt • Backcourt • Defensive

	<ul style="list-style-type: none"> • Opponent 		<ul style="list-style-type: none"> • Dig 	<ul style="list-style-type: none"> • Attacking
<p>Invasion Games</p> <ul style="list-style-type: none"> • Invasion games <p>Fundamentals</p> <p>Principles of play</p>	<ul style="list-style-type: none"> • Receiver • Interception • Footwork • Mark • Travelling • Rebound • Tracking • Playing area 	<ul style="list-style-type: none"> • Outwit • Pivot • Opposition • Court • Field • Opponent • Pitch • Contact 	<ul style="list-style-type: none"> • Tactics • Offside • Control • Foul • Support • Pressure • Obstruction • Onside 	<ul style="list-style-type: none"> • Consecutive • Formation • Consistently • Conceding • Dictate • Turnover • Contest • Shut down
<p>Fundamentals</p> <ul style="list-style-type: none"> • Invasion Games • Fundamentals • Principles of play 	<ul style="list-style-type: none"> • Distance • Technique • Control • Tension • Co-ordination • Rhythm 	<ul style="list-style-type: none"> • Momentum • Decelerate • Transfer • Accelerate • Pace • Stability 		
<p>Ball Skills</p> <ul style="list-style-type: none"> • Invasion Games • Fundamentals • Principles of play 	<ul style="list-style-type: none"> • Track • Receive • Chest • Shoulder • Overhead • Accurate 	<ul style="list-style-type: none"> • Release • Select • Control • Consistently • Technique • Persevere 		
<p>OAA</p> <ul style="list-style-type: none"> • Invasion games • OAA 	<ul style="list-style-type: none"> • Navigate • Rules • Grid • Route • Discuss • Trust • Plan 	<ul style="list-style-type: none"> • Leader • Inclusive • Effectively • Orientate • Symbol 	<ul style="list-style-type: none"> • Tactical • Collaborate • Control card • Collective • Orienteering • Navigation 	<ul style="list-style-type: none"> • Boundaries • Location • Critical thinking • Symbol • Co-operatively • Strategy

<p>Gym</p>	<ul style="list-style-type: none"> • Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary • Uses turns whilst travelling in a variety of ways. • Beginning to notice similarities and differences between sequences. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc 	<ul style="list-style-type: none"> • Links skills with control, technique, coordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. Developing strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses complex gym vocabulary to describe how to improve and refine performances. • Developed strength, technique and flexibility throughout performances.
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Gym Vocabulary

	Year 3 vocabulary	Year 4 vocabulary	Year 5 vocabulary	Year 6 vocabulary
<p>Gymnastics</p>	<ul style="list-style-type: none"> • Flow • Matching • Interesting • Explore • Control • Create • Contrasting 	<ul style="list-style-type: none"> • Technique • Quality • Apparatus • Perform • Extension • Inverted 	<ul style="list-style-type: none"> • Symmetrical • Asymmetrical • Rotation • Synchronisation • Aesthetics • Progression • Canon 	<ul style="list-style-type: none"> • Formation • Momentum • Counter balance • Fluently • Counter tension • Stability

<p>Dance</p>	<ul style="list-style-type: none"> • Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self- evaluation. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • Beginning to show a change of pace and timing in their movements. Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.
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Dance Vocabulary

	Year 3 vocabulary	Year 4 vocabulary	Year 5 vocabulary	Year 6 vocabulary
<p>Dance</p> <ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Perform • Flow • Match • Explore • Feedback • Create • Expression 	<ul style="list-style-type: none"> • Represent • Reaction • Dynamics • Unison • Control 	<ul style="list-style-type: none"> • Formation • Posture • Performance • Canon • Relationship 	<ul style="list-style-type: none"> • Choreograph • Phrase • Contrast • Structure • Fluently • Connect

Athletics	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. • Can perform a running jump with some accuracy • Performs a variety of throws using a selection of equipment • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Begin to perform a running jump with more than one component. • Developing accuracy in throwing and catching activities • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Uses a variety of running techniques with confidence. • Can perform a running jump with more than one component. • Record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities • Describes good athletic performance using a range of correct vocabulary. • Can use a larger range of equipment safely and with good control.
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Athletics vocabulary

	Year 3 vocabulary	Year 4 vocabulary	Year 5 vocabulary	Year 6 vocabulary
Athletics	<ul style="list-style-type: none"> • Speed • Higher • Pace • Power • Control • Strength • Faster • Accurately • Further 	<ul style="list-style-type: none"> • Power • Stamina • Determination • Officiate • Accuracy • Personal best • Perseverance 	<ul style="list-style-type: none"> • Technique • Down-sweep • Up-sweep • Flight • Rhythm • Stride 	<ul style="list-style-type: none"> • Rotation • Force • Compete • Trajectory • Momentum • Continuous pace • Transfer of weight
Fitness <ul style="list-style-type: none"> • Happy Healthy Heart • Well-being 	<ul style="list-style-type: none"> • Distance • Strength • Balance • Accurately • Control 	<ul style="list-style-type: none"> • Progress • Technique • Muscle • Co-ordination • Stamina • Healthy 	<ul style="list-style-type: none"> • Technique • Agility • Momentum • Drive • Rhythm • Power 	<ul style="list-style-type: none"> • Generate force • Continuous • Measure • Flexibility • Analyse • Record

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently and proficiently over a distance of a least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- Perform a self-rescue in different water-based situations

Swimming and water safety	<ul style="list-style-type: none"> • Swim 15 metres with or without swimming aids • Begin to use different strokes • Knows the safest way to enter and exit the water 	<ul style="list-style-type: none"> • Swim 20 metres unaided • Use at least 2 different strokes • Knows how to exit the water in the safest possible way during an emergency 	<ul style="list-style-type: none"> • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.
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Swimming Vocabulary

	Year 3 vocabulary	Year 4 vocabulary	Year 5 vocabulary	Year 6 vocabulary
<ul style="list-style-type: none"> • Swimming 	<ul style="list-style-type: none"> • Sculling • Crawl • Breaststroke • Submersion • Rotation • Backstroke 	<ul style="list-style-type: none"> • Stroke • Survival • Huddle • Treading water • Alternate • Buoyancy 	<ul style="list-style-type: none"> • Exhale • Somersault • Flutter kick • Personal best • Surface • Inhale 	<ul style="list-style-type: none"> • Endurance • Streamline • Synchronised • Propel • Retrieve • Continuous

Outdoor and adventurous activity	<ul style="list-style-type: none"> • Uses simple maps. • Beginning to think activities through and problem solve. • Choose strategies to solve problems with support. • Work with others in a group. • Understands how to stay safe 	<ul style="list-style-type: none"> • Uses and interprets simple maps. • Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. Demonstrates an understanding of how to stay safe in different situations/environments. 	<ul style="list-style-type: none"> • Uses and interprets maps. • Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems • Discuss and work with others in a group. • Understands of how to stay safe in different situations/environments
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OAA vocabulary

	Year 3 vocabulary	Year 4 vocabulary	Year 5 vocabulary	Year 6 vocabulary
OAA	<ul style="list-style-type: none"> • Navigate • Rules • Grid • Route • Discuss • Trust • Plan 	<ul style="list-style-type: none"> • Leader • Inclusive • Effectively • Orientate • Symbol 	<ul style="list-style-type: none"> • Tactical • Collaborate • Control card • Collective • Orienteering • Navigation 	<ul style="list-style-type: none"> • Boundaries • Location • Critical thinking • Symbol • Co-operatively • Strategy

Healthy body and mind	<ul style="list-style-type: none"> • Can describe in detail the effect exercise has on the body • Can explain in detail the importance of exercise and a healthy lifestyle. • Can explain why it is so important to warm up and cool down.
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HHH vocabulary

	Year 3 vocabulary	Year 4 vocabulary	Year 5 vocabulary	Year 6 vocabulary
<ul style="list-style-type: none"> • Happy healthy heart 	<ul style="list-style-type: none"> • Distance • Strength • Balance 	<ul style="list-style-type: none"> • Progress • Technique • Muscle 	<ul style="list-style-type: none"> • Technique • Agility • Momentum 	<ul style="list-style-type: none"> • Generate Force • Continuous • Measure

	<ul style="list-style-type: none">• Accurately• Control	<ul style="list-style-type: none">• Co-ordination• Stamina• Healthy	<ul style="list-style-type: none">• Drive• Rhythm• Power	<ul style="list-style-type: none">• Flexibility• Analyse• Record
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