



PE

Progression of knowledge, skills and understanding: Key Stage 2

Theme	Class 3	Class 4	Class 5
Games	<p>Can throw and catch the ball with control and accuracy</p> <p>Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc)</p> <p>Understand and follow rules of games, including fair play</p> <p>Can travel whilst bouncing a ball showing control (e.g. basketball)</p> <p>Can use a range of skills to help them keep possession and control of the ball</p> <p>Maintain possession of a ball</p> <p>Pass ball to team mates when appropriate</p> <p>Can, in pairs, make up a game and play a simple rallying game</p> <p>Can choose good places to stand when receiving, and give reasons for their choice</p>	<p>Can use different types of passing the ball with control</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Can travel whilst bouncing a ball as well as exhibiting evasion techniques</p> <p>Attempts to obtain possession of ball by starting to understand defensive techniques</p> <p>Can keep and use rules they are given</p> <p>Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height</p> <p>Works well in a group to create various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p>	<p>Confidently use a range of passes during games which are appropriate</p> <p>Can dribble effectively around obstacles and opponents</p> <p>Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques</p> <p>Perform skills with accuracy, confidence and control</p> <p>Can combine and perform skills with control, adapting them to meet the needs of the situation</p> <p>Play shots on both sides of the body including hitting a ball with forehand and backhand</p> <p>Explore and develop different ways of bowling</p> <p>Can play games showing tactical awareness and knowledge of rules and scoring</p> <p>Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation</p> <p>Can choose when to pass or dribble, so that they keep possession and make progress towards the goal</p> <p>Field, defend and attack tactically by anticipating the direction of play</p>
Gym	<p>Applies compositional ideas independently and with others to create a sequence.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p>

	<p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Developing strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>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.</p> <p>Draw on what they know about strategy and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses complex gym vocabulary to describe how to improve and refine performances.</p> <p>Developed strength, technique and flexibility throughout performances.</p>
<p>Dance</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>

			Uses more complex dance vocabulary to compare and improve work.
Athletics	<p>Beginning to run at speeds appropriate for the distance.</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Begin to perform a running jump with more than one component.</p> <p>Developing accuracy in throwing and catching activities</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Uses a variety of running techniques with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities</p> <p>Describes good athletic performance using a range of correct vocabulary.</p> <p>Can use a larger range of equipment safely and with good control.</p>
Swimming and water safety	<p>Swim 15 metres with or without swimming aids</p> <p>Begin to use different strokes</p> <p>Knows the safest way to enter and exit the water</p>	<p>Swim 20 metres unaided</p> <p>Use at least 2 different strokes</p> <p>Knows how to exit the water in the safest possible way during an emergency</p>	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>
Outdoor and adventurous activity	<p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose strategies to solve problems with support.</p> <p>Work with others in a group.</p> <p>Understands how to stay safe</p>	<p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe in different situations/environments.</p>	<p>Uses and interprets maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems</p> <p>Discuss and work with others in a group.</p> <p>Understands of how to stay safe in different situations/environments</p>
Healthy body and mind	<p>Can describe in detail the effect exercise has on the body</p> <p>Can explain in detail the importance of exercise and a healthy lifestyle.</p> <p>Can explain why it is so important to warm up and cool down.</p>		

