

# Dale Community Primary School: Physical Education Curriculum Progression Document (KS2)

National Curriculum

**KEY STAGE 2:**  
 "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."

Areas of learning	Year 3 Children Can	Year 4 Children Can	Year 5 Children Can	Year 6 Children Can
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ing in isolation and in combination

hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Areas of learning	Year 3 Children Can	Year 4 Children Can	Year 5 Children Can	Year 6 Children Can
taught through a variety of competitive sports	<p>Show competence in performing various invasion games skills, such as throwing and catching various size objects, travelling with a ball (hands and feet) at varied speeds, passing a ball to a team mate and shooting a ball (hands or feet) at a goal/target.</p> <p>Invasion games skills</p> <p>Endeavour to maintain possession by recognising other team mates' position. Understand simple attacking and defending strategies and their importance and know what is required in order to complete the next movement/ skill (e.g. control a ball before dribbling with it) and apply in a competitive situation</p>	<p>Develop competence and confidence in applying various handling skills that are transferrable to invasion games. Demonstrate knowledge of how to catch a ball while on the move, how to travel with a ball under control and changing direction, how to throw a ball to a team mate while on the move and how to shoot a ball from varying angles.</p> <p>Apply invasion games skills including attacking and defending positions and keeping possession to a competitive situation</p>	<p>Show a knowledge of various invasion games and the rules that go with different sports. Throw, catch, travel, pass and shoot with increasing accuracy and fluency with an understanding of different techniques to suit different scenarios</p> <p>Have an awareness of next move and best space to help with attacking and defending tactics as well as being in a good position to receive a pass and maintain possession.</p>	<p>Demonstrate a comprehensive knowledge of invasion games with an understanding of rules and how to adapt to changing scenarios. Display various techniques to pass a ball with hands and feet, dribble with a ball with hands and feet, pass and catch a ball of varied speeds and heights and shoot a ball with consideration of shot type.</p> <p>Attacking and defending tactics are adaptable to suit the game situation with a good knowledge of space on a pitch to help maintain possession for the team.</p>
	<p><i>Travel, Receive, Chest, Regain Shoulder, Overhead, Accurate, Technique, Control, Resilient, Sportsmanship, Opposition, Tackle, Pivot, Try</i></p> <p><i>Possession, Attack, Defence, Receiver, Footwork</i></p>	<p><i>Travel, Receive, Chest, Regain Shoulder, Overhead, Accurate, Technique, Control, Resilient, Sportsmanship, Opposition, Tackle, Pivot, Try</i></p> <p><i>Possession, Attack, Defence, Receiver, Footwork</i></p>	<p><i>Obstruction, Aware, Intercept Stance, Tactics, Strategies, Precision, Anticipate, Formation, Conceding, Consecutive, Turnover, Offside, Onside, Officiate</i></p>	<p><i>Obstruction, Aware, Intercept Stance, Tactics, Strategies, Precision, Anticipate, Formation, Conceding, Consecutive, Turnover, Offside, Onside, Officiate</i></p>
	<p>Understand the basic rules and objectives for striking and fielding games and demonstrate understanding through modified games. Develop bowling and striking technique with a bat from a</p>	<p>Develop competence in striking a bowled ball using a bat with an attempt to strike into a good space. Bowl a ball using greater accuracy and apply rules for various striking and fielding activities with tactical</p>	<p>Consolidate striking and fielding knowledge through gameplay and have an understanding of shot styles to score more runs and fielding styles to become an effective team player. Bowl a ball</p>	<p>Show in depth knowledge in how to set up and run striking and fielding activities and be able to perform a variety of shot styles to suit the scenario. Bowl a ball effectively and accurately and field with a range of</p>

use running, jumping, throwing and catch

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,

gymnastics]

Skills broken down into the fundamental areas and t

Striking and fielding skills	Striking technique with a bat from a softly bowled ball and explore best fielding techniques to stop a moving ball. Begin to show an understanding of space when batting and how this is the best place to strike a ball	and holding activities with tactical awareness of how to field effectively to limit runs scored by the opposition	Effective team play. Bowl a ball with control and accuracy at a target	accurately and held with a range of styles to suit the speed and height of ball travel
Key vocabulary to be built upon each year	<i>Technique, Distance, Space, Control, Base, Boundary, Effective, Long barrier, Short barrier, Receiver</i>	<i>Technique, Distance, Space, Control, Base, Boundary, Effective, Long barrier, Short barrier, Receiver</i>	<i>Sweep shot, Defensive shot, Straight drive, Four, Six, Rounder, Half-rounder, Umpire, Stance</i>	<i>Sweep shot, Defensive shot, Straight drive, Four, Six, Rounder, Half-rounder, Umpire, Stance</i>
Net and wall skills	Develop understanding of net/wall games and understand the role of boundaries by exploring different ways a ball can be sent over a net. Show increasing control with a racket and a ball through self serving, mini games, skill challenged and an awareness of shot power and ready position.	Explain the rules for net wall games and show control and accuracy when striking a ball into a target area. Become increasingly competent at skill challenges that are transferable to game situations. Know the difference between forehand, backhand and volley and show the ready position	Become confident at applying knowledge of net/wall games to own learning through different shot styles and consideration of when to play a certain shot. Be able to return to an optimal position to attempt to return a shot in the best way possible and show racket control from varying angles on a court	Have a thorough knowledge of net/wall game rules and demonstrate good racket control with one hand or two hands where needed. Apply different shot styles to gameplay that deceive the opponent to predict situations before they might happen
Key vocabulary to be built upon each year	<i>Accuracy, Recovery, Boundary, Send, Cushion, Serve, Backhand, Forehand, Volley, Ready position, Receiver</i>	<i>Accuracy, Recovery, Boundary, Send, Cushion, Serve, Backhand, Forehand, Volley, Ready position, Receiver</i>	<i>Stance, Cross-Court, Baseline, Tramline, Service line, Centre line, Deceive,</i>	<i>Stance, Cross-Court, Baseline, Tramline, Service line, Centre line, Deceive,</i>
Locomotor movements	Revisit locomotor skills learned in KS1 and apply these skills to given activities with good control and balance	Show and practise various locomotor movements that demonstrate control and begin to combine locomotor skills in a competitive situation	Combine locomotor movements and begin to apply in competitive situations, including while performing another skill ( <i>e.g. running and dribbling a basketball</i> )	Combine multiple locomotor movements within competitive situations to increase fluidity of movement, including while performing another skill under control ( <i>e.g. skipping and throwing a rugby ball</i> )
Athletics skills	Build upon athletics skills learned and develop throwing for power, height and distance. Create momentum for jumping and focusing on running technique in sprinting and hurdling. Set targets to achieve personal best with use of measuring equipment in a range of	Show competence at traditional athletic events with an knowledge of how to score attempts and attempt to improve scores. Experiment with different take off techniques when jumping and understand why different running styles are used in races and hurdle	Consolidate athletic events with improved technique in running, jumping and throwing events. Understand the technique for the triple jump and work on ways to maximise distance jumped. Sprinting style compared to normal running style can be evaluated and	Become a 'well rounded athlete' by demonstrating good techniques for running, throwing and jumping events, including stride pattern from sprinting to hurdle. Be able to organise and manage own events and set targets and pointers to achieve personal best

Physical Education (KS2)	develop flexibility, strength, technique, control and balance [for example, through athletics and g	Athletics		traditional athletic events	events. Experiment with throwing styles to improve score and technique	tested for effectiveness. Throwing techniques are refined and consolidated	
			Key vocabulary to be built upon each year	<i>Heave, Fling, Hurdle, Measure, Triple Jump, Speed, Power, Strength, Pace, Control, Stamina, Personal Best, Perseverance, Judge, Accelerate</i>	<i>Heave, Fling, Hurdle, Measure, Triple Jump, Speed, Power, Strength, Pace, Control, Stamina, Personal Best, Perseverance, Judge, Accelerate</i>	<i>Accelerate, Fling, Throw, Vertical, Technique, Flight, Rhythm, Stride, Rotation, Force, Compete, Momentum, Transfer of weight, Continuous Pace</i>	<i>Accelerate, Fling, Throw, Vertical, Technique, Flight, Rhythm, Stride, Rotation, Force, Compete, Momentum, Transfer of weight, Continuous Pace</i>
		Gymnastics	Gymnastics skills	Understand what is required to make a simple sequence in gymnastics through learning skills in isolation and beginning to combine where comfortable. Basic body shapes are able to be made with counter tension and counter balance points and patch balances explored. Safe jumping and rolling techniques are developed with locomotor skills refined for travelling on and off apparatus	Show and develop a simple gymnastic sequence with skills practised in rolling, including forwards and backwards roll with sloped assistance, jumping styles, shapes and balances individually or in groups. Travelling skills are demonstrated through well controlled locomotor movements on and off apparatus	Gymnastics sequences are evaluated and combined through apparatus and floor work, with transitions through travelling demonstrated effectively. Jumps and rolls are fluid with shapes and balances demonstrating asymmetrical and symmetrical qualities	Gymnastics skills are well refined with consideration of aesthetic value when performing sequences. Skills learned in previous years are developed for fluidity and precision, with travelling on and off apparatus seamlessly transitioned safely
			Key vocabulary to be built upon each year	<i>Travel, Lunge, Technique, Perform, Transition, Flow, Combine, Aparatus, Pivot, Saddle, Front/Back support, V-sit, Balance</i>	<i>Travel, Lunge, Technique, Perform, Transition, Flow, Combine, Aparatus, Pivot, Saddle, Front/Back support, V-sit, Balance</i>	<i>Momentum, Formation, Counter Balance, Counter Tension, Fluently, Formation, Stability, Symmetrical, Asymmetrical, Rotation, Transition, Synchronisation, Aesthetics, Dish, Arch, Arabesque, Bridge, Shoulder stand, Contrast</i>	<i>Momentum, Formation, Counter Balance, Counter Tension, Fluently, Formation, Stability, Symmetrical, Asymmetrical, Rotation, Transition, Synchronisation, Aesthetics, Dish, Arch, Arabesque, Bridge, Shoulder stand, Contrast</i>
of movement patterns	Dance performance skills		Explore movement to music through short motifs in relation to a stimulus with consideration of how movements fit to the rhythm of the music. Simple choreographic devices and dance elements using a simple B.E.S.T. acronym are explored and demonstrated through performances with a small	Expand a range of ideas through motifs to compose a performance relating to a stimulus. Movements are expansive with rhythm and formations demonstrated through movement. Simple choreographic devices and dance elements using a simplified B.E.S.T. acronym are developed further with more	Dance performances are edited and refined to develop an aesthetically pleasing routine in relation to a stimulus. Advancing choreographic devices and dance elements using the B.E.S.T. acronym are explored and incorporated into movements in changing formations. Motifs are linked together smoothly and in	Movements to music is smooth with clear transitions between motifs. Advancing choreographic devices and dance elements using the B.E.S.T. acronym are all clear as an aesthetically pleasing performance is edited for fluency and enjoyment. The movements are adaptable to the changing mucic styles and	
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perform dances using a range	Dance/ski		group, considering feelings and emotions through movements	confidence with clear feelings and emotions expressed through movements	time to the rhythm of the music	character expression is clearly demonstrated
		Key vocabulary to be built upon each year	<i>Improvise, Stimuli, Sequence, Rhythm, Expression, Fluency, Spatial Awareness, Emotion, Choreography, Elements, Formation, Motif, Rhythm</i>	<i>Improvise, Stimuli, Sequence, Rhythm, Expression, Fluency, Spatial Awareness, Emotion, Choreography, Elements, Formation, Motif, Rhythm</i>	<i>Compose, Creativity, Complex, Controlled, Precision, Aesthetics, Adapt, Mood, Repetition, Retrograde, Dynamics, Contrast</i>	<i>Compose, Creativity, Complex, Controlled, Precision, Aesthetics, Adapt, Mood, Repetition, Retrograde, Dynamics, Contrast</i>
take part in outdoor and adventurous activity challenges both individually and within a team	Outdoor Adventurous Activities	O.A.A skills	Orientate themselves with increasing confidence on a short trail/ course to navigate a map and identifying a map's features such as NESW and use good communication skills to work as a team	Orientate themselves with accuracy around a short trail/ course and design simple trails for others to follow and begin to recognise features of a map such as NESW. Clear communication and role allocation to achieve a goal	Orientate themselves with confidence around a trail/ course and design a trail for others to follow, identifying features of a map with advancing NESW directions. Show effective organisational skills in a team to complete a task	Orientate themselves with a time limit around a trail/ course and design a trail for others to follow with use advancing NESW directions to successfully navigate a map. Delegation and fulfilling roles in a team to appreciate the value of team work in problem solving tasks
		Key vocabulary to be built upon each year	<i>Orienteering, Communication, Symbols, Teamwork, Key, Decision, Trail, Roles, Leader, Route, Effective</i>	<i>Orienteering, Communication, Symbols, Teamwork, Key, Decision, Trail, Roles, Leader, Route, Effective</i>	<i>Prepare, Navigate, Compass, Orientate, Organise, Manage, Location, Critical thinking, Strategy, Collaborate, Tactics, Control Point, Cooperatively, Delegate</i>	<i>Prepare, Navigate, Compass, Orientate, Organise, Manage, Location, Critical thinking, Strategy, Collaborate, Tactics, Control Point, Cooperatively, Delegate</i>
improve their performances with previous ones and rate improvement to achieve their personal best	Analysis	Performance and evaluation skills	Develop the quality of skills performed in various competitive situations in a controlled, fair and respectful way  Choose and use criteria to evaluate own and others' performances ( <i>e.g. group formation was consistent throughout the whole sequence</i> )	Perform a wide range of skills across numerous activities with growing confidence to try new skills with an understanding of how to officiate fairly and respectfully  Use criteria to evaluate own and others' performances with suggestions on next steps ( <i>e.g. striking the ball with my laces for power, need to keep my knee over the ball more. OR teddy bear roll used, keep legs straighter next time</i> )	Perform and apply skills and techniques in competitive situations promoting fairness and respect  Explain the effectiveness of chosen skills and how they can have an impact on performances ( <i>e.g. high racket position means high ball shot... need to keep racket lower</i> )	Perform and apply a variety of skills and techniques confidently, with increasing precision, advocating fairness and respect  Justify the choices of own and others' performances with consideration of development steps ( <i>e.g. ran into this space with the ball to bring our team's attack further up the pitch, increasing our chances of scoring</i> )

compe demonst		Key vocabulary to be built upon each year	<i>Respect, Evaluate, Fairness, Performance, Suggestion, Strength, Areas for development</i>	<i>Respect, Evaluate, Fairness, Performance, Suggestion, Strength, Areas for development</i>	<i>Justify, Impact, Consider, Variety, Resillience, Respect, Perservere</i>	<i>Justify, Impact, Consider, Variety, Resillience, Respect, Perservere</i>
	lead healthy, active lives	Healthy living	Maintaining healthy lifestyle	Describe why exercising is good for our health and well being with reference to what can contribute to a healthy lifestyle. Some major muscles and major bones can be located with an understanding on how to stretch these muscles and what might happen if we don't	Describe and explain the health benefits of a healthy lifestyle and how we can maintain a healthy lifestyle. Food groups are known and some major bones and muscles can be identified and stretched with an understanding of protecting our body from injury	Elaborate on why a healthy lifestyle is important for children and adults with facts to support explanations and how we can create a healthier lifestyle for people around us. A broad understanding of major bones and major muscles is established with reasons for warming up and cooling down after exercise.
Key vocabulary to be built upon each year			<i>Varied Diet, Healthy lifestyle, Warm up, Cool down, Fitness, Injury, Heart, Lungs, Carbohydrates, Protein, Fat, Vegetables, Dairy, Stomach, Thigh, Blood, Lungs, Oxygen, Skull, Kneecap, Humerous, Ribcage, Spine, Wrist, Ankle, Shoulder blade, Jaw</i>	<i>Varied Diet, Healthy lifestyle, Warm up, Cool down, Fitness, Injury, Heart, Lungs, Carbohydrates, Protein, Fat, Vegetables, Dairy, Stomach, Thigh, Blood, Lungs, Oxygen, Skull, Kneecap, Humerous, Ribcage, Spine, Wrist, Ankle, Shoulder blade, Jaw</i>	<i>Strength, Flexibility, Cranium, Femur, Tibia, Fibula, Humerous, Ulna, Radius, Vertabrae, Coccyx Clavicle, Quadriceps, Hamstrings, Bicep, Tricep, Calf, Gluteus maximus, Abdominals, Pectoral, Ligaments, Tendons, Disease</i>	<i>Strength, Flexibility, Cranium, Femur, Tibia, Fibula, Humerous, Ulna, Radius, Vertabrae, Coccyx Clavicle, Quadriceps, Hamstrings, Bicep, Tricep, Calf, Gluteus maximus, Abdominals, Pectoral, Ligaments, Tendons, Disease</i>