

National Curriculum				
<p>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.</p> <p><i>Pupils should be taught to:</i></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, rounder's and tennis], and 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 adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 				
KS2- Year 3	Overview	Key skills		Assessment
Fitness	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power	<ul style="list-style-type: none"> • I can collect and record personal fitness data and I can recognise my strengths. • I can complete exercises with control. • I can persevere when I find a challenge is hard. • I can provide feedback using key words. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand the benefits of exercise.
		Social	Supporting others, working safely	
		Emotional	Perseverance, determination	
		Thinking	Identifying areas of strength and areas for development	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping	<ul style="list-style-type: none"> I can show balance when changing direction. • I can show hopping, skipping and jumping movements with some balance and control. • I show balance and co-ordination when running at different speeds. • I am beginning to turn and jump in an individual skipping rope. • I am beginning to provide feedback using key words. • I can work co-operatively with a partner and a small group. • I can describe how my body feels during exercise.
		Social	Taking turns, supporting and encouraging others, respect, communication	
		Emotional	Challenging myself, perseverance, honesty	
		Thinking	Selecting and applying actions, identifying strengths	
Gymnastics	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Physical	Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics	<ul style="list-style-type: none"> • I can choose actions that flow well into one another. • I can adapt sequences to suit different types of apparatus. • I use a greater number of my own ideas for movements in response to a task. • I can choose and plan sequences of contrasting actions. • I can complete actions with increasing balance and control. • I understand the benefits of exercise. • I can provide feedback using key words. • With help, I can recognise how performances could be improved. • I can move in unison with a partner.
		Social	Collaboration, communication, respect	
		Emotional	Confidence	
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving	

Progression of skills grid
PE Lower KS2

football	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, receiving	<ul style="list-style-type: none"> • I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can move with a ball towards goal with increasing control. • I can track an opponent to slow them down. • I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I am beginning to use simple tactics.
		Social	Communication, collaboration, cooperation	
		Emotional	Honesty, perseverance	
		Thinking	Selecting and applying tactics, decision making	
Yoga	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	Physical	Breathing, balance, flexibility, strength, coordination	<ul style="list-style-type: none"> • I can work with others to create a flow including a number of poses. • I can provide feedback using key words. • I can describe how yoga makes me feel. • I can copy and link yoga poses together to create a short flow. • I show some stability when holding my yoga poses. • I can move from one pose to another in time with my breath.
		Social	Working safely, sharing ideas, leadership	
		Emotional	Calmness, focus, confidence	
		Thinking	Selecting actions, creating poses and flow, providing feedback	
Tennis	Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Physical	Forehand, backhand, throwing, catching, ready position	<ul style="list-style-type: none"> • I can return a ball to a partner. • I am learning the rules of the game and I am beginning to use them to play honestly. • I understand the benefits of exercise. • I can provide feedback using key words. • I work cooperatively with my group to self-manage games. • I can use basic racket skills. • I understand the aim of the game.
		Social	Respect, collaboration, supporting others	
		Emotional	Honesty, perseverance	
		Thinking	Decision making, using tactics, understanding rules	
Athletics	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	Physical	Sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance	<ul style="list-style-type: none"> • I can use key points to help me to improve my sprinting technique. • I can take part in a relay activity, remembering when to run and what to do. • I am developing jumping for distance and height. • I can use different take off and landings when jumping. • I can throw a variety of objects, changing my action for accuracy and distance. • I can work with a partner and in a small group, sharing ideas. • I can identify when I was successful. • I understand why it is important to warm up.
		Social	Working collaboratively, working safely	
		Emotional	Perseverance, determination	
		Thinking	Observing and providing feedback	
Dance	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology	Physical	Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction, control, balance	<ul style="list-style-type: none"> • I can use dynamic and expressive qualities in relation to an idea. • I create short dance phrases that communicate the idea. • I am respectful of others when watching them perform. • I can repeat, remember and perform a dance phrase. • I understand the benefits of exercise. • I can provide feedback using key words. • I can work with a partner and in a small group, sharing ideas. • I can use counts to keep in time with a partner and group
		Social	Sharing ideas, respect, inclusion of others, leadership, working safely	
		Emotional	Confidence, acceptance	
		Thinking	Observing and providing feedback, selecting and applying actions, creating	

Progression of skills grid

PE Lower KS2

Netball	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.	Physical	Passing, catching, footwork, intercepting, shooting, dodging	<p>I can pass, receive and shoot the ball with some control.</p> <ul style="list-style-type: none"> • I can communicate with my team and move into space to support them. • I can move with a ball towards goal with increasing control. • I can defend an opponent and try to win the ball. • I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I am beginning to use simple tactics.
		Social	Working safely, communication, collaboration	
		Emotional	Honesty, perseverance	
		Thinking	Planning strategies and using tactics, observing and providing feedback	
Cricket	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	Physical	Underarm and overarm throwing, catching, over and underarm bowling, batting	<p>I am able to bowl a ball towards a target.</p> <ul style="list-style-type: none"> • I am beginning to strike a bowled ball after a bounce. • I can use overarm and underarm throwing, and catching skills. • I am learning the rules of the game and I am beginning to use them honestly. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the benefits of exercise. • I can provide feedback using key words. • I work cooperatively with my group to self-manage games. • I can persevere when learning a new skill. • I understand the aim of the game and this shows in my performance.
		Social	Communication, collaboration, respect	
		Emotional	Perseverance, honesty	
		Thinking	Observing and providing feedback, applying strategies	
Tag rugby	Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements	Physical	Passing, catching, dodging, tagging, scoring	<p>I can pass and receive the ball with some control.</p> <ul style="list-style-type: none"> • I can communicate with my team and move into space to help them. • I can move with a ball towards goal with increasing control. • I can defend an opponent and attempt to tag them. • I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and I am beginning to use them to play honestly
		Social	Communication, collaboration, inclusion	
		Emotional	Honesty, perseverance, confidence	
		Thinking	Planning strategies and using tactics, observing and providing feedback	

Progression of skills grid
PE Lower KS2

National Curriculum				
<p>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.</p> <p><i>Pupils should be taught to:</i></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, rounder's and tennis], and 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 adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 				
KS2- Year 4	Overview	Key skills		Assessment
Dance	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work	Physical	Performing actions, using canon, unison, formation, dynamics, character, structure, space	<ul style="list-style-type: none"> • I can use changes in timing and spacing to develop a dance. • I can choose actions and dynamics to convey a character or idea. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can copy and remember set choreography. • I show respect for others when working as a group and watching others perform. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using appropriate language relating to the lesson. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
		Social	Collaboration, consideration, inclusion, respect	
		Emotional	Empathy, confidence,	
		Thinking	Observing and providing feedback, selecting and applying actions	
Tennis	Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules	Physical	Forehand, backhand, throwing, catching, ready position	<ul style="list-style-type: none"> • I can sometimes play a continuous game. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I share ideas and work with others to manage our game. • I can use a range of basic racket skills. • I can return to the ready position to defend my own court.
		Social	Respect, collaboration, supporting others	
		Emotional	Honesty, perseverance	
		Thinking	Decision making, selecting and applying skills and tactics, understanding rules	
Hockey	Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	Physical	Dribbling, passing, receiving, intercepting, tackling	<ul style="list-style-type: none"> • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can delay an opponent and help to prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I share ideas and work with others to manage our game. • I can provide feedback using key terminology and understand what I need to do to improve. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can use simple tactics to help my team score or gain possession.
		Social	Communication, collaboration, inclusion	
		Emotional	Honesty, perseverance, empathy	
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making	

Progression of skills grid

PE Lower KS2

Fitness	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.	Physical	Agility, balance, co-ordination, speed, stamina, strength, power	<p>I can collect and record personal fitness data and identify areas I need to improve.</p> <ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working at over a period of time. • I understand there are different areas of fitness and that each area challenges my body differently.
		Social	Supporting others, working safely	
		Emotional	Perseverance, determination	
		Thinking	Identifying areas of strength and areas for development	
Dodgeball	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances.	Physical	Throwing, catching, dodging, blocking	<ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I can catch with increasing consistency. • I can throw with some accuracy at a target. • I share ideas and work with others to manage our game. • I can return to the ready position to defend myself.
		Social	Respect, collaboration, communication	
		Emotional	Honesty, perseverance,	
		Thinking	Decision making, Selecting and applying skills	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping	<p>I can show balance when changing direction.</p> <ul style="list-style-type: none"> • I can show hopping, skipping and jumping movements with some balance and control. • I show balance and co-ordination when running at different speeds. • I am beginning to turn and jump in an individual skipping rope. • I am beginning to provide feedback using key words. • I can work co-operatively with a partner and a small group. • I can describe how my body feels during exercise.
		Social	Taking turns, supporting and encouraging others, respect, communication	
		Emotional	Challenging myself, perseverance, honesty	
		Thinking	Selecting and applying actions, identifying strengths	
Basketball	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.	Physical	Throwing, catching, dribbling, intercepting, changing direction and speed, shooting	<ul style="list-style-type: none"> • I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can delay an opponent and help to prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I share ideas and work with others to manage our game. • I can provide feedback using key terminology and understand what I need to do to improve. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can use simple tactics to help my team score or gain possession.
		Social	Working safely, communication, collaboration	
		Emotional	Honesty and fair play, perseverance	
		Thinking	Planning strategies, using tactics, observing and providing feedback	

Progression of skills grid

PE Lower KS2

Athletics	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.	Physical	Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance	<ul style="list-style-type: none">• I can demonstrate the difference in sprinting and jogging techniques.• I can jump for distance and height with balance and control.• I can throw with some accuracy and power towards a target area.• I support and encourage others to work to their best.• I can identify when I was successful and what I need to do to improve.• I can explain what happens in my body when I warm up.• I show determination to improve my personal best.• I can demonstrate the difference in sprinting and jogging techniques.
		Social	Working collaboratively, working safely	
		Emotional	Perseverance, determination	
		Thinking	Observing and providing feedback, exploring ideas	
Dance	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Physical	Performing actions, using canon, unison, formation, dynamics, character, structure, space	<ul style="list-style-type: none">• I can use changes in timing and spacing to develop a dance.• I can choose actions and dynamics to convey a character or idea.• I can respond imaginatively to a range of stimuli relating to character and narrative.• I can copy and remember set choreography.• I show respect for others when working as a group and watching others perform.• I can explain what happens to my body when I exercise and how this helps to make me healthy.• I can provide feedback using appropriate language relating to the lesson.• I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
		Social	Collaboration, consideration, inclusion, respect	
		Emotional	Empathy, confidence	
		Thinking	Observing and providing feedback, selecting and applying actions	
Basketball	Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.	Physical	Throwing, catching, dribbling, intercepting, changing direction and speed, shooting	<ul style="list-style-type: none">• I can dribble, pass, receive and shoot the ball with increasing control.• I can move to space to help my team to keep possession and score goals.• I can delay an opponent and help to prevent the other team from scoring.• I can explain what happens to my body when I exercise and how this helps to make me healthy.• I share ideas and work with others to manage our game.• I can provide feedback using key terminology and understand what I need to do to improve.• I am learning the rules of the game and I am beginning to use them to play honestly and fairly.• I can use simple tactics to help my team score or gain possession.
		Social	Working safely, communication, collaboration	
		Emotional	Honesty and fair play, perseverance	
		Thinking	Planning strategies, using tactics, observing and providing feedback	
Swimming	All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2. Each pupil is required to be able to do the following: <ul style="list-style-type: none">• Perform safe self-rescue in different water-based situations• Swim competently, confidently and proficiently over a distance of at least 25 metres• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.			