

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><b><i>Pupils should be taught to:</i></b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>				
KS2- Year 5	Overview	Key skills		Assessment
<b>Tag Rugby</b>	Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.	Physical	Throwing, catching, running, dodging, tagging, scoring	<ul style="list-style-type: none"> <li>• I can pass, receive and shoot the ball with some control under pressure.</li> <li>• I can pass and receive the ball with some control under pressure.</li> <li>• I understand there are different skills for different situations and I am beginning to apply this.</li> <li>• I can communicate with my team and move into space to keep possession and score.</li> <li>• I can often make the correct decision of who to pass to and when.</li> <li>• I can tag opponents and close down space.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I know what position I am playing in and how to contribute when attacking and defending.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> </ul>
		Social	Communication, collaboration	
		Emotional	Honesty, perseverance, confidence	
		Thinking	Planning strategies and using tactics, observing and providing feedback, decision making	
<b>Hockey</b>	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Physical	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• I understand there are different skills for different situations and I am beginning to apply this.</li> <li>• I can communicate with my team and move into space to keep possession and score.</li> <li>• I can often make the correct decision of who to pass to and when.</li> <li>• I can use tracking, tackling and intercepting when playing in defence.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I know what position I am playing in and how to contribute when attacking and defending.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> </ul>
		Social	Communication, collaboration, cooperation, respect	
		Emotional	Honesty, perseverance	
		Thinking	Selecting and applying tactics, decision making	

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<b>Gymnastics</b>	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	<b>Physical</b>	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand	<ul style="list-style-type: none"> <li>• I can use strength and flexibility to improve the quality of a performance.</li> <li>• I can create and perform sequences using apparatus, individually and with a partner.</li> <li>• I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>• I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can work safely when learning a new skill to keep myself and others safe.</li> <li>• I can lead a partner through short warm-up routines.</li> </ul>
		<b>Social</b>	Collaboration, communication, respect, responsibility	
		<b>Emotional</b>	Confidence	
		<b>Thinking</b>	Observing and providing feedback, selecting and applying skills, evaluating and improving	
<b>Tennis</b>	Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.	<b>Physical</b>	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <ul style="list-style-type: none"> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can work co-operatively with others to manage our game.</li> <li>• I understand there are different skills for different situations and I am beginning to apply this.</li> <li>• I can play cooperatively with</li> </ul>
		<b>Social</b>	Respect, communication, collaboration	
		<b>Emotional</b>	Honesty and fair play, determination	
		<b>Thinking</b>	Decision making, selecting and applying tactics	
<b>Badminton</b>	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	<b>Physical</b>	Ready position, grip, forehand, backhand, serve, footwork	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <ul style="list-style-type: none"> <li>• I understand there are different skills for different situations and I am beginning to use these.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I can work cooperatively with others to manage our game.</li> </ul>
		<b>Social</b>	Respect, communication, supporting and encouraging others	
		<b>Emotional</b>	Honesty, confidence, perseverance	
		<b>Thinking</b>	Using tactics, selecting and applying skills, identifying strengths and areas for development	
<b>Dance</b>	Pupils learn different styles of dance, working individually, as a pair and in 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. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using	<b>Physical</b>	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions	<ul style="list-style-type: none"> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>• I can throw accurately at a target.</li> </ul>
		<b>Social</b>	Collaboration, consideration and awareness of others, inclusion	
		<b>Emotional</b>	Empathy, confidence	
		<b>Thinking</b>	Observing and providing feedback,	

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	the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.		selecting and applying actions, creating, using feedback to improve performance	<ul style="list-style-type: none"> <li>• I can work co-operatively with others to manage our game.</li> <li>• I understand there are different skills for different situations and I am beginning to use these.</li> </ul>
<b>Cricket</b>	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. 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.	<b>Physical</b>	Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier	<ul style="list-style-type: none"> <li>• I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>• I can strike a bowled ball with increasing consistency.</li> <li>• I understand there are different skills for different situations and I am beginning to use this.</li> </ul>
		<b>Social</b>	Communication, collaboration, respect	<ul style="list-style-type: none"> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> </ul>
		<b>Emotional</b>	Honesty	<ul style="list-style-type: none"> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> </ul>
		<b>Thinking</b>	Observing and providing feedback, applying strategies	<ul style="list-style-type: none"> <li>• I can use feedback provided to improve my work.</li> <li>• I can work collaboratively with others to score runs.</li> <li>• I can work co-operatively with others to manage our game.</li> </ul>
<b>Football</b>	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	<b>Physical</b>	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping, receiving	<ul style="list-style-type: none"> <li>• I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>• I understand there are different skills for different situations and I am beginning to apply this.</li> </ul>
		<b>Social</b>	Communication, collaboration, cooperation, respect	<ul style="list-style-type: none"> <li>• I can communicate with my team and move into space to keep possession and score.</li> </ul>
		<b>Emotional</b>	Honesty, perseverance	<ul style="list-style-type: none"> <li>• I can often make the correct decision of who to pass to and when.</li> <li>• I can use tracking and intercepting when playing in defence.</li> </ul>
		<b>Thinking</b>	Selecting and applying tactics, decision making	<ul style="list-style-type: none"> <li>• I can identify how different activities can benefit my physical health.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can use feedback provided to improve my work.</li> <li>• I know what position I am playing in and how to contribute when attacking and defending.</li> <li>• I understand the rules of the game and I can apply them honestly most of the time.</li> <li>• I understand the need for tactics and can identify when to use them in different situations.</li> </ul>
<b>Swimming</b>	<p>All primary schools must provide swimming and water safety lessons in either Key Stage 1 or 2.</p> <p>Each pupil is required to be able to do the following:</p> <ul style="list-style-type: none"> <li>• Perform safe self-rescue in different water-based situations</li> <li>• Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres</li> <li>• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul>			

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<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><b><i>Pupils should be taught to:</i></b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>				
KS2- Year 6	Overview	Key skills		Assessment
<b>Tennis</b>	<p>Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>	Physical	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step	<p>I can use a wider range of skills with increasing control under pressure.</p> <ul style="list-style-type: none"> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness</li> </ul> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <ul style="list-style-type: none"> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can play cooperatively with a partner.</li> </ul>
		Social	Respect, communication, collaboration	
		Emotional	Honesty, perseverance	
		Thinking	Decision making, selecting and applying tactics, evaluating and improving	
<b>Gymnastics</b>	<p>Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	Physical	Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault	<ul style="list-style-type: none"> <li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• I can create and perform sequences using compositional devices to improve the quality.</li> <li>• I can work collaboratively with others to create a sequence.</li> <li>• I understand what counter balance and counter tension is and can show examples with a partner.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I understand how to work safely when learning a new skill.</li> <li>• I can lead a small group through a short warm-up routine.</li> </ul>
		Social	Collaboration, communication, respect, responsibility	
		Emotional	Confidence	
		Thinking	Observing and providing feedback, selecting and applying skills, evaluating and improving	
<b>Netball</b>	<p>Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged</p>	Physical	Passing, catching, footwork, intercepting, shooting	<ul style="list-style-type: none"> <li>• I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can create and use space to help my team.</li> <li>• I can use marking, and/or interception to improve my defence.</li> </ul>
		Social	Communication, collaboration	

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	to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.	Emotional	Honesty, perseverance	<ul style="list-style-type: none"> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>
		Thinking	Planning strategies and using tactics, observing and providing feedback, decisionmaking	
<b>OAA</b>	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Physical	Stamina, running	<ul style="list-style-type: none"> <li>• I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>• I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>• I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</li> <li>• I am inclusive of others, can share job roles and lead when necessary</li> <li>• I can work effectively with a partner and a group to solve challenges.</li> <li>• I can orientate a map efficiently to navigate around a course.</li> </ul>
		Social	Communication, teamwork, trust, inclusion, listening	
		Emotional	Confidence	
		Thinking	Planning, map reading, decision making, problem solving	
<b>Yoga</b>	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 be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Physical	Balance, flexibility, strength, co-ordination	<ul style="list-style-type: none"> <li>• I am confident to lead others, demonstrating poses and teaching them my flow.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I choose poses which link easily from one to the other to help my sequence flow.</li> <li>• I can use yoga poses to improve my flexibility, strength and balance.</li> <li>• I can use my breath to transition from one pose to another with control.</li> </ul>
		Social	Working safely, sharing ideas, leadership	
		Emotional	Confidence	
		Thinking	Selecting and applying actions, creating poses and flow, observing and providing feedback	
<b>Dodgeball</b>	Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply 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 learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.	Physical	Throwing, catching, dodging, blocking	<p>can use the rules of the game consistently to play honestly and fairly.</p> <ul style="list-style-type: none"> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I can officiate and help to manage a game by refereeing.</li> </ul>
		Social	Respect, collaboration, leadership	
		Emotional	Honesty, determination, confidence	
		Thinking	Decision making, selecting and applying tactics	

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<b>Volleyball</b>	Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	<b>Physical</b>	Volley, dig, set, serve, ready position	<ul style="list-style-type: none"> <li>• I am confident to make decisions when refereeing.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul>
		<b>Social</b>	Respect, communication, supporting and encouraging others	
		<b>Emotional</b>	Honesty, confidence, perseverance	
		<b>Thinking</b>	Using tactics, selecting and applying skills, identifying strengths and areas for development	
<b>Fitness</b>	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including 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 in which they make the most improvement using the data they have collected.	<b>Physical</b>	Agility, balance, co-ordination, speed, stamina, strength, power	<ul style="list-style-type: none"> <li>• I can change my running technique to adapt to different distances.</li> <li>• I understand the different components of fitness and ways to test and develop them.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can collect, record and analyse data to identify areas where I have made the most improvement.</li> <li>• I encourage and motivate others to work to their best.</li> <li>• I can work with others to organise, manage and record information at a station.</li> <li>• I work to my maximum</li> </ul>
		<b>Social</b>	Supporting and encouraging others, working collaboratively	
		<b>Emotional</b>	Perseverance, determination	
		<b>Thinking</b>	Analysing data	
<b>Athletics</b>	Pupils 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. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.	<b>Physical</b>	Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance	<ul style="list-style-type: none"> <li>• I can select and apply the best pace for a running event.</li> <li>• I can perform jumps for height and distance using good technique.</li> <li>• I show accuracy and good technique when throwing for distance.</li> <li>• I can help others to improve their technique using key teaching points.</li> <li>• I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I use different strategies to persevere to achieve my personal best.</li> </ul> <p>I can compete within the rules showing fair play and honesty.</p>
		<b>Social</b>	Collaborating with others, negotiating	
		<b>Emotional</b>	Perseverance, determination	
		<b>Thinking</b>	Observing and providing feedback	
<b>Dance</b>	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how	<b>Physical</b>	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions	<ul style="list-style-type: none"> <li>• I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>• I can choreograph a dance and work safely using a prop.</li> <li>• I can perform dances confidently and fluently with accuracy and good timing.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can use feedback provided to improve the quality of my work.</li> </ul>
		<b>Social</b>	Collaboration and sharing ideas, consideration and awareness of others, inclusion, respect, leadership, supporting	

Progression of skills grid  
PE Upper KS2

	to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.		and encouraging others	<ul style="list-style-type: none"> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> <li>• I can use counts when choreographing to improve the quality of my work.</li> </ul>
		Emotional	Empathy, confidence	
		Thinking	Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance	
<b>Rounders</b>	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.	Physical	Throwing and catching tracking, fielding and retrieving a ball, batting	<ul style="list-style-type: none"> <li>• I can strike a bowled ball with increasing consistency.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use the rules of the game consistently to play fairly.</li> <li>• I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I can work collaboratively with others to get batters out.</li> </ul>
		Social	Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others	
		Emotional	Honesty and fair play, confident to take risks, managing emotions	
		Thinking	Using tactics, identifying how to improve, selecting skills	