

Ebchester CE Primary School

Progression of Learning – PE KS2



By the end of KS2			
	Breadth of Study	Knowledge and Skills – Lower KS2	Knowledge and Skills – Upper KS2
Fundamental skills (including athletics)	Use running, jumping, throwing and catching in isolation and in combination	By the end of Year 4, pupils will be able to: <ul style="list-style-type: none"> • Begin to run at speeds appropriate for the distance e.g. sprinting and cross country • Perform a running jump with some accuracy • Perform a variety of throws using a selection of equipment • Use equipment safely and with good control • Throw and catch mostly confidently with peers 	By the end of Year 6, pupils will be able to: <ul style="list-style-type: none"> • Build a variety of running techniques and use with confidence • Perform a running jump with more than one component e.g. hop skip jump (triple jump) • Record peers' performances and evaluate these • Demonstrate accuracy and confidence in throwing and catching activities • Describe good athletic performance using correct vocabulary • Throw and catch a range of balls and equipment confidently with peers
Fundamental skills vocabulary:		Accuracy, coordination, agility	Triple jump

<p>Games</p>	<p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand tactics and composition by starting to vary how they respond • Begin to communicate with others during game situations • Use skills with co-ordination and control • Understand the role of attacker and defender • Develop simple tactics for attacking and defending • Develop own rules for new games • Make imaginative pathways using equipment • Work well in a group to develop various games • Begin to understand how to compete with each other in a controlled manner • Begin to select resources independently to carry out different skills 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the games activity • Show confidence in using ball skills in various ways, and can link these together effectively e.g. dribbling, bouncing, kicking • Keep possession of balls during games situations • Consistently uses skills with co-ordination, control and fluency • Take part in competitive games with a strong understanding of tactics and composition • Create their own games using knowledge and skills • Modify competitive games • Compare and comment on skills to support creation of new games • Make suggestions as to what resources can be used to differentiate a game • Apply knowledge of skills for attacking and defending • Use running, jumping, throwing and catching in isolation and in combination
<p>Games Vocabulary</p>	<p>tactics</p>	<p>possession</p>	

<p>Gymnastics</p>	<p>Develop flexibility, strength, technique, control and balance</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Apply compositional ideas independently and with others to create a sequence • Copy, explore and remember a variety of movements and use these to create their own sequence • Describe their own work using simple gymnastics vocabulary • Begin to notice similarities and differences between sequences • Use turns whilst travelling in a variety of ways • Begin to show flexibility in movements • Begin to develop good technique when travelling, balancing, using equipment etc 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions • Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction • Adapt sequences to include a partner or a small group • Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement • Draw on what they know about strategy, tactics and composition when performing and evaluating • Analyse and comment on skills and techniques and how these are applied in their own and others' work • Use more complex gymnastics vocabulary to describe how to improve and refine performances • Develop strength, technique and flexibility throughout performances
<p>Gymnastics vocabulary</p>	<p>Tuck jump, straight jump, star jump, half turn, full turn, leap, flexible, levels, stable core,</p>	<p>Precision, dismount, vault</p>	

<p>Dance</p>	<p>Perform dances using a range of movement pattern</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Begin to improvise independently to create a simple dance • Begin to improvise with a partner to create a simple dance • Translate ideas from stimuli into movement with support • Begin to compare and adapt movements and motifs to create a larger sequence • Use simple dance vocabulary to compare and improve work • Begin to vary dynamics and develop actions and motifs • Demonstrate rhythm and spatial awareness • Modify parts of a sequence as a result of self-evaluation 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Perform with confidence, using a range of movement patterns • Demonstrate a strong imagination when creating own dance sequences and motifs • Demonstrate strong movements throughout a dance sequence • Combine flexibility, techniques and movements to create a fluent sequence • Move appropriately and with the required style in relation to a stimulus e.g using various levels, ways of travelling and motifs. • Begin to show a change of pace and timing in their movements • Move to a beat accurately in dance sequences • Improvise with confidence, still demonstrating fluency across their sequence • Dance with fluency, linking all movements and ensuring they flow • Demonstrate consistent precision when performing dance sequences • Modify parts of a sequence as a result of self and peer evaluation • Use more complex dance vocabulary to compare and improve work
<p>Dance vocabulary</p>		<p>stimulus (the starting point for dance) gesture, interpret, phrase</p>	<p>Dynamics, unison, canon, improvise, motif</p>

Outdoor and Adventurous Activity	Take part in outdoor and adventurous activity challenges both individually and within a team	By the end of Year 4, pupils will be able to: <ul style="list-style-type: none"> • Develop listening skills • Create simple body shapes • Listens to instructions from a partner/ adult • Begin to think activities through and problem solve • Discuss and work with others in a group • Demonstrate an understanding of how to stay safe 	By the end of Year 6, pupils will be able to: <ul style="list-style-type: none"> • Use and interpret simple maps • Think activities through and problem solve using general knowledge • Choose and apply strategies to solve problems with support • Demonstrate a secure understanding of how to stay safe
OAA vocabulary		strategy,	Orientate, compass,
Evaluation	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	By the end of Year 4, pupils will be able to: <ul style="list-style-type: none"> • Comment on own and others performance • Give comments on how to improve performance • Use appropriate vocabulary when giving feedback • Work with a partner or small group to improve their skills 	By the end of Year 6, pupils will be able to: <ul style="list-style-type: none"> • Watch and describe performances accurately • Learn from others how they can improve their skills • Comment on tactics and techniques to help improve performances • Make suggestions on how to improve their work, commenting on similarities and differences
Evaluation Vocabulary		Feedback, positive, improvement, quality	
Swimming	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres 	By the end of Year 4, pupils will be able to: <ul style="list-style-type: none"> • Put face in water and blow bubbles • Fully submerge under water • Swim 20 metres across the pool without support 	By the end of Year 4, pupils will be able to: <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke

	<ul style="list-style-type: none"> • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Swim 10 metres front crawl and back stroke 	<ul style="list-style-type: none"> • Perform safe self-rescue in different water-based situations
Swimming vocabulary		Backstroke, breaststroke, freestyle, butterfly. dolphin kick, length, stroke	