

PE Progression Overview Key Stage 2



Cycle A

Year 3/4	Autumn 1- <u>WW2</u>	Autumn 2- <u>Brazil</u>	Spring 1- <u>Saxons</u>	Spring 2- <u>Isles of Scilly</u>	Summer 1 - <u>Rivers</u>	Summer 2- <u>Vikings</u>
	<p><u>Gym</u></p> <p>Beginning to develop good technique when travelling, balancing and using equipment etc.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Develops strength, technique and flexibility throughout performances. Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p><u>Outcome: Develop a range of balances – level 1</u></p>	<p><u>Dance</u></p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Translates ideas from stimuli into movement with support.</p> <p><u>Outcome: Perform a carnival dance sequence to an audience.</u></p>	<p><u>Dance</u></p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Confidently improvises with a partner or on their own.</p> <p>Uses simple dance vocab to compare and improve work.</p> <p>Demonstrates rhythm and spacial awareness.</p> <p><u>Outcome: Saxon dance</u></p>	<p><u>Gym</u></p> <p>Beginning to use gym vocab to describe how to improve and refine performances.</p> <p>Link skills with control, technique, co-ordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Copies, explores and remember a variety of movements and uses these to create their own sequence.</p> <p><u>Outcome: Link skills in a sequence</u></p>	<p><u>Swimming</u></p> <p>To develop confidence in the water.</p> <p>To enter and leave the pool safely.</p> <p>Be able to answer questions about pool safety.</p> <p>Swims competently, confidently and proficiently over a distance of at least 10m.</p> <p>Uses the stroke of front crawl effectively.</p> <p>Begin to refine the technique of breast stroke and back stroke.</p> <p><u>Outcome: To swim a width unaided in recognisable stroke</u></p>	
	<p><u>Aspire: Send and receive</u></p> <p>Send and receive to make forward progress to make a shot at a goal in small teams.</p> <p>Use a change of speed to find space and support a team member.</p> <p>Send a ball from team member to receive and travel into another space.</p> <p>Starting to understand positions and skills required to play those positions.</p>	<p><u>Aspire: Fitness</u></p> <p>Increase and improve in higher intensity, physical activity for sustained periods of time.</p> <p>Apply skills to solve problems, individually and as part of a team.</p> <p>Increase and improve on longevity of physical activity.</p>	<p><u>Aspire: Net and Wall</u></p> <p>Develop and apply different types of tennis stroke.</p> <p>Achieve accuracy over a net to develop a rally with others.</p> <p>Understand scoring and officiate with co-operation and fairness.</p>	<p><u>Aspire: Sportsmanship and invasion</u></p> <p>Send a ball for a team member to receive and travel into another space to make forward progress.</p> <p>Participate and co-operate in small sided games against an opponent with rule understanding, whilst applying skills</p> <p>Receive a ball and incorporate sending to a team member or shoot at a target.</p> <p>Apply attacking and defending principles simple strategies and tactics.</p> <p>Work in a small team to apply FSS's and SSS's in game play.</p>	<p><u>Aspire: Athletics</u></p> <p>Can apply variety of speeds for different running lengths and review own performance.</p> <p>Can perform different types of jump with standing and running take off to land with balance and control.</p> <p>Can send different objects correctly to gain distance, accuracy and improve performance, taking measurements and recording.</p>	<p><u>Aspire: Strike and field</u></p> <p>Can strike a static ball and ball travelling towards forward with equipment (bat) and good timing.</p> <p>Can use sport specific sending skills and apply in practise and the game.</p> <p>Can strike and travel with purpose and to stay in the game whilst using simple striking and fielding strategies.</p>

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Year 5/6	Autumn 1 <u>Early civilisations</u>	Autumn 2 <u>Ancient Egypt.</u>	Spring 1 <u>Biomes</u>	Spring 2 <u>Great Dienes</u> <u>Music stimulus?</u> <u>Hamlet?</u> <u>Mime Dance?</u>	Summer 1 <u>Stars and stripes</u> <u>Barn Dance/ Country Dance.</u>	Summer 2 <u>The Mayans</u>
	<p><u>Swimming</u></p> <p>Swims competently, confidently and proficiently over a distance of at least 25m.</p> <p>Uses a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations (performs a range of survival skills within the water).</p>	<p><u>Gym</u></p> <p>Adapts sequences to include a partner or a small group.</p> <p>Select and combine their skills, techniques and ideas.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others work.</p> <p>Perform level 2 partner balances in sequences with transitions.</p>	<p><u>Dance</u></p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in their movements.</p> <p>Combines flexibility, techniques and movement to create a fluid sequence.</p>	<p><u>Dance</u></p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Demonstrates consistent provision when performing dance sequences.</p> <p>Uses the space provided to its maximum potential.</p> <p>Demonstrates strong movements throughout a dance sequences.</p>	<p><u>Gym</u></p> <p>Plan and perform with provision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions with an emphasis on extension, clear body shape and changes in direction.</p> <p>Gradually increases the length of sequence work with a partner to make a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances,</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p>	
	<p><u>Aspire: Send and receive-Netball</u></p> <p>Invasion- Netball Can send and receive to make forward progress to work a shot a goal in small teams whilst under pressure of an opponent with consistency and accuracy.</p> <p>Can use a change of speed to find space and support a team member and to effectively mark an opponent as part of attacking and defending strategies.</p> <p>Understands positioning and rules of</p>	<p><u>Aspire: Strength and stamina fitness.</u></p> <p>Can increase and improve in higher intensity physical activity for sustained periods of time, creating and evaluating own activities to do this.</p> <p>Can apply skills to solve problems, individually and as part of a team demonstrating leadership skills and giving ideas that contribute towards success of a task.</p>	<p><u>Aspire: Net and Wall – Tennis and Volleyball.</u></p> <p>Can demonstrate, select and apply different types of tennis stroke as and when as required.</p> <p>Can achieve accuracy over a net in returning a ball to develop a rally with others and spotting to score points as a team or individually.</p> <p>Can score and officiate with co-operation and fairness, give feedback on own and others performance.</p>	<p><u>Aspire: Sportsmanship and Invasion – Ultimate Frisbee</u></p> <p>Team play is effective in terms of keeping possession, how to attack and defend.</p> <p>General rule understanding, how to officiate and play with sportsmanship and as part of a team is embedded.</p> <p>Can keep possession as part of team effectively when outnumbering an opponent.</p> <p>Can participate and co-operate</p>	<p><u>Aspire: Athletics</u></p> <p>Can apply variety of speeds for different running lengths, sustaining momentum for longer distances, review own and others performance and time accurately.</p> <p>Can perform different types of jump with standing and running take off to land with balance and control, measuring others performance accurately.</p>	<p><u>Aspire: Strike and field</u></p> <p>Can strike a ball travelling towards forward with equipment (bat) with good timing and accuracy.</p> <p>Can use and select a variety of sport specific sending skills and apply the correct method to use in a game.</p> <p>Can strike and travel with purpose and to stay in the game whilst using striking and fielding</p>

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	the game, can play effectively as part of a team and review own and team performance to improve.			in small-sided games against an opponent consistently with rule understanding, whilst applying skills.	Can send different objects with sport specific techniques to gain distance, accuracy and improve performance, taking measurements and recording accurately.	strategies to gain success and show rule understanding.
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Cycle B

Year 3/4	Autumn 1- <u>Through the Ages</u>	Autumn 2- <u>Deadly 60</u>	Spring 1- <u>Romans</u>	Spring 2- <u>Romans</u>	Summer 1 – <u>Bella Italia</u>	Summer 2- <u>Off we go to Market</u>
	<p><u>Dance</u></p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Translates ideas from stimuli into movement with support.</p> <p><u>Outcome: To act out a period in time through dance through linking movements</u></p>	<p><u>Gym</u></p> <p>Beginning to develop good technique when travelling, balancing and using equipment etc.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Develops strength, technique and flexibility throughout performances. Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p><u>Outcome: Develop a range of balances – level 1</u></p>	<p><u>Dance</u></p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Confidently improvises with a partner or on their own.</p> <p>Uses simple dance vocab to compare and improve work.</p> <p>Demonstrates rhythm and spacial awareness.</p> <p><u>Outcome: Perform a Roman dance to an audience and evaluate performance.</u></p>	<p><u>Gym</u></p> <p>Beginning to use gym vocab to describe how to improve and refine performances.</p> <p>Link skills with control, technique, co-ordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Copies, explores and remember a variety of movements and uses these to create their own sequence.</p> <p><u>Outcome: Link skills in a sequence</u></p>	<p><u>Swimming</u></p> <p>To develop confidence in the water.</p> <p>To enter and leave the pool safely.</p> <p>Be able to answer questions about pool safety.</p> <p>Swims competently, confidently and proficiently over a distance of at least 10m.</p> <p>Uses the stroke of front crawl effectively.</p> <p>Begin to refine the technique of breast stroke and back stroke.</p> <p><u>Outcome: To swim a width unaided in recognisable stroke</u></p>	
	<p><u>Aspire: Attack and Defend</u></p> <p>Can use FSS's and SSS's to send and receive a ball consistently.</p> <p>Can apply simple attacking and defending principles to create and deny space individually and as part of a team in small-sided games.</p>	<p><u>Aspire: Send and Receive</u></p> <p>Send and receive to make forward progress to make a shot at a goal in small teams.</p> <p>Use a change of speed to find space and support a team member.</p> <p>Send a ball from team member to</p>	<p><u>Aspire: OAA</u></p> <p>Can increase and improve in higher intensity physical activity for sustained periods of time.</p> <p>Can apply skills to solve problems, individually and as part of a team.</p> <p>Can follow and read basic maps,</p>	<p><u>Aspire: Net and Wall</u></p> <p>Can develop and apply different types of tennis strike.</p> <p>Can achieve accuracy over a net in returning a ball to develop a rally with others.</p> <p>Can understand scoring and</p>	<p><u>Aspire: Athletics</u></p> <p>Can apply variety of speeds for different running lengths and review own performance.</p> <p>Can perform different types of jump with standing and running take off to land with balance and control.</p>	<p><u>Aspire: Strike and field</u></p> <p>Can strike a static ball and ball travelling towards forward with equipment (bat) and good timing.</p> <p>Can use sport specific sending skills and apply in practise and the game.</p>

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	Is beginning to understand game rules and the principle of moving forward and sending backwards with more fluency.	receive and travel into another space. Starting to understand positions and skills required to play those positions.	give and take instructions and record results	officiate with co-operation and fairness.	Can send different objects correctly to gain distance, accuracy and improve performance, taking measurements and recording.	Can strike and travel with purpose and to stay in the game whilst using simple striking and fielding strategies.
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Year 5/6	Autumn 1 <u>Ancient Greece</u>	Autumn 2 <u>Force of Nature</u>	Spring 1 <u>Off with her Head</u>	Spring 2 <u>Region of the UK</u>	Summer 1 <u>Our Changing World</u>	Summer 2 <u>Force and Fortitude</u>
	<p><u>Swimming</u></p> <p>Swims competently, confidently and proficiently over a distance of at least 25m.</p> <p>Uses a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations (performs a range of survival skills within the water).</p>	<p><u>Gym</u></p> <p>Adapts sequences to include a partner or a small group.</p> <p>Select and combine their skills, techniques and ideas.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others work.</p> <p>Perform level 2 partner balances in sequences with transitions.</p>	<p><u>Dance</u></p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Begin to show a change of pace and timing in their movements.</p> <p>Combines flexibility, techniques and movement to create a fluid sequence.</p>	<p><u>Dance</u></p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Demonstrates consistent provision when performing dance sequences.</p> <p>Uses the space provided to its maximum potential.</p> <p>Demonstrates strong movements throughout a dance sequences.</p>	<p><u>Gym</u></p> <p>Plan and perform with provision, control and fluency, a movement sequences showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions with an emphasis on extension, clear body shape and changes in direction.</p> <p>Gradually increases the length of sequence work with a partner to make a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances,</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p>	
	<p><u>Aspire - Attack and Defend</u></p> <p>Can use FSS's and SSS's to send and receive a ball consistently and accurately, being in positions of support and using game strategies.</p> <p>Can create and apply attacking and defending principles to create and deny space individually and as part of a team in small-sided games.</p> <p>Understands game rules and the principle of moving forward and sending backwards with fluency, taking ownership and responsibility of officiate correctly and with</p>	<p><u>Aspire: Send and receive-Netball</u></p> <p>Invasion- Netball Can send and receive to make forward progress to work a shot a goal in small teams whilst under pressure of an opponent with consistency and accuracy.</p> <p>Can use a change of speed to find space and support a team member and to effectively mark an opponent as part of attacking and defending strategies.</p> <p>Understands positioning and rules of the game, can play effectively as part of a team and review own and team</p>	<p><u>Aspire - OAA</u></p> <p>Can increase and improve in higher intensity physical activity for sustained periods of time, creating and evaluating own activities to do this.</p> <p>Can apply skills to solve problems, individually and as part of a team demonstrating leadership skills and giving ideas that contribute towards success of a task.</p> <p>Can follow and read maps, give and take instructions and record results effectively under</p>	<p><u>Aspire: Net and Wall – Tennis and Volleyball.</u></p> <p>Can demonstrate, select and apply different types of tennis stroke as and when as required.</p> <p>Can achieve accuracy over a net in returning a ball to develop a rally with others and spotting to score points as a team or individually.</p> <p>Can score and officiate with co-operation and fairness, give feedback on own and others performance.</p>	<p><u>Aspire: Athletics</u></p> <p>Can apply variety of speeds for different running lengths, sustaining momentum for longer distances, review own and others performance and time accurately.</p> <p>Can perform different types of jump with standing and running take off to land with balance and control, measuring others performance accurately.</p> <p>Can send different objects with sport specific techniques to gain</p>	<p><u>Aspire: Strike and field</u></p> <p>Can strike a ball travelling towards forward with equipment (bat) with good timing and accuracy.</p> <p>Can use and select a variety of sport specific sending skills and apply the correct method to use in a game.</p> <p>Can strike and travel with purpose and to stay in the game whilst using striking and fielding strategies to gain success and show rule understanding.</p>

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	fairness and sportsmanship.	performance to improve.	competitive pressure.		distance, accuracy and improve performance, taking measurements and recording accurately.	
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