



Stapleford Abbotts Primary Academy - P.E Curriculum Progression Document KS2

	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills	<u>National Curriculum</u> Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - take part in outdoor and adventurous activity challenges both individually and within a team			
	Dance - Can link several movements together with control and co-ordination Games - Throw at a target, receive with hands, feet and stick Gym - Perform a variety of rolls with increasing control	Dance - Improvise freely with a partner translating ideas from stimuli to movement Games - Travel with a ball showing control Gym - Perform a competent forward roll, rug roll, shoulder roll	Dance - Respond to a variety of stimuli showing a range of actions performed with control and fluency Games - Travel with a ball showing changes of speed and directions using either hand or foot Gym - Perform a range of rolls including backwards roll consistently	Dance - Perform a variety of dance styles with accuracy and consistency Games - Dribble effectively around obstacles. Show precision and accuracy when sending and receiving Gym - Perform a range of rolls showing different entrances and exits
Selecting and Applying Skills, Tactics and Compositional ideas	Year 3	Year 4	Year 5	Year 6
	<u>National Curriculum</u> Pupils should be taught to: - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders' 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			
	Dance - Devise perform and repeat longer movement phrases, step patterns and dances showing contrasts e.g. fast/slow, high/low Games - Devise own simple rules and apply them consistently and without dispute Gym - Devise, perform and repeat short sequences of movement with a beginning, middle and end that includes obvious contrasts	Dance - Apply basic compositional ideas to create dance which convey feelings and emotions Games - In pairs, make up and play a simple game Gym - Plan and perform a movement sequence showing contrasts in speed, level and direction	Dance - Create and perform dances using a range of movement patterns in response to a range of stimuli Games - Effectively play a competitive net/wall games Gym - Develop a longer and more varied movement sequence demonstrating smooth transitions between actions	Dance - Extend compositional skills incorporating a wider range of dance styles and forms Games - Play recognised version of net game showing tactical awareness and knowledge of rules and scoring Gym - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in levels, speed and directions



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Evaluating and Improving Performance	<u>National Curriculum</u> Pupils should be taught to: - Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Assess their own performance identifying what they do well and what they find difficult. Make some simple suggestions on how individual and team performance might be improved	Describe and comment on their own performance and that of others and make simple suggestions to improve quality	From observation of others, begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding
Knowledge and Understanding of Fitness and Health	Year 3	Year 4	Year 5	Year 6
	Know and understand the reasons for warming up. Compare and contrast breathing and heart rates when resting and exercising. Can play team games safely e.g. avoiding collisions or hitting other players.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Demonstrate activities for specific aspects of warm up - stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery. Can show responsibility for personal warm up programme specific to the activity.	Demonstrate all round safe practice, including handling of equipment, safety of self and others, playing within accepted rules and conventions