

Our Lady's Catholic Primary School Progression Ladder for Physical Education

Key Stage 2

Over-arching Themes	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectation
Acquiring and Developing Skills	- To be able to select and use the most appropriate skills, actions or ideas. - To be able to move and use actions with co-ordination and control.	- To be able to move and use actions with co-ordination and control. - To be able to select and use the most appropriate skills, actions or ideas. - To be able to make up my own game. - To be able to show good control in my when creating movements.	- To be able to show good control when creating movements. - To be able to link skills, techniques and ideas and apply them accurately and appropriately.	- To be able to apply skills, techniques and ideas consistently. - To be able to show precision, control and fluency.	Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.
Evaluating and Improving Performance	- To be able to recognise how performances could be improved. - To be able to explain how work is similar and different from that of others.	- To be able to explain how work is similar and different from that of others. - To be able to use comparison to improve work.	- To be able to compare and comment on skills, techniques and ideas that they and others have used. - To be able to modify use of skills or techniques to improve my work.	- To be able to analyse and explain why they have used specific skills or techniques. - To be able to create their own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.
Health and Fitness	- To be able to explain why it is important to warm-up and cool-down. - To be able to explain why exercise is important.	- To be able to identify some muscle groups used in gymnastic activities. - To be able to explain why warming up is important.	- To be able to explain what effect exercise has on the body. - To be able to explain some important safety principles when preparing for exercise.	- To be able to choose appropriate warm ups and cool downs. - To be able to explain how the body reacts to different kinds of exercise. - To be explain why we need regular and safe exercise.	Learners begin to understand that physical education is about learning how to feel healthy and stay fit while having fun, and knowing how these different types of activities help them to stay that way.

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Dance	- To be able to improvise freely, translating ideas from a stimulus into movement creating a dance. - To be able to share and create phrases with a partner and in small groups. - To be able to repeat, remember and perform these phrases in a dance. - To be able to use dance to communicate an idea. - To perform a dance with rhythm and expression. - To develop precision of movement. - To perform in front of others with confidence. - To use simple dance vocabulary to compare and improve work.	- To be able to confidently improvise longer dance sequences with a partner or on their own. - To be able to make sure my dance moves are controlled, clear and fluent. - To identify and practise the patterns and actions of chosen dance style. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create an individual dance that reflects the chosen dancing style. - To perform and evaluate own and others' work refining dance sequences. - To use dance vocabulary to compare and improve work.	- To be able to compose my own dances in a creative and imaginative way. - To be able to produce movements that are controlled. - To identify and practise the patterns and actions of the chosen dance style. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create partnered dances that reflect the chosen dancing style and apply the key components of dance. - To perform and evaluate own and others' work. - To use more complex dance vocabulary to compare and improve work.	- To be able to perform to an accompaniment, expressively and sensitively. - To be able to produce movements that are controlled. - To produce dance that shows clarity, fluency, accuracy and consistency. - To be able to develop imaginative dances in a specific style. - To be able to choose my own music, style and dance. - To perform and analyse own and others' performance. - Improvises with confidence, still demonstrating fluency across their sequence. - To use more complex dance vocabulary to compare and improve work.	Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures: • Respond to a range of stimuli and accompaniment. • Through dance, develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns.
Games	- To be able to throw and catch with control when under limited pressure. - To know and use rules fairly to keep games going understanding tactics. - To be able to keep possession with some success when using equipment that is not used for throwing and catching skills. - To catch with increasing control and accuracy. - To consolidate and develop a range of skills in striking and fielding. - To begin to communicate with others during game situations. - To use accurate vocab to compare and improve work.	- To be able to gain possession by working as a team. - To be able to pass in different ways. - To be able to show confidence in using ball skills in various ways. - To be able to use skills with co-ordination, control and fluency. - To be able to take part in competitive games with a strong understanding of tactics and composition. - To be able to create their own games using knowledge and skills. - To be able to work well in a group to develop various games. - To be able to apply basic skills for attacking and defending. - To use accurate vocab to compare and improve work.	- To be able to use skills, actions and ideas and link these in ways that suit the games activity. - To be able to use forehand and backhand pass. - To be able to defend a space. - To be able to use a number of techniques to pass, dribble and shoot. - To be able to use the best skills and tactics for attacking and defending. - To use accurate vocab to compare and improve work. - To be able to show confidence in using ball skills in various ways. - To be able to use skills with co-ordination, control and fluency.	- To be able to use skills, actions and ideas and link these in ways that suit the games activity. - To be able to make a team plan and communicate it to others. - To be able to lead others in a game situation. - To be able to gain possession by working as a team. - To be able to pass in different ways. - To be able strike with a bat in a range of ways. - To be able to field. - Takes part in competitive games with a strong understanding of tactics and composition. - To use accurate vocab to compare and improve work.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

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Gymnastics	- To explore jumping techniques and to link them with other gymnastic actions. - To work with a partner or a small group to create a sequence that develops jumping skills. - To improve the ability to choose appropriate actions, including turns, when creating a sequence of gymnastic movements to music. - To be able to use a greater number of my own ideas for movement in response to a task. - To perform and evaluate own and others' sequences. - To be able to compare and contrast gymnastic sequences, commenting on similarities and differences. - To be able to describe their own work using simple gym vocab.	- To be able to adapt sequences to suit different types of apparatus and their partner's ability. - Links skills with control, technique, co-ordination and fluency. - To be able to work with a partner to create, repeat and improve a sequence with at least three phases. - To be able to include change of speed, direction and shapes. - To use counterbalances and incorporate them into a sequence of movements. - To perform and evaluate own and others' sequences. - To be able to describe their own work using gym vocab. - Develops strength, technique and flexibility throughout performances. - Combines equipment with movement to create sequences.	- To be able to follow a set of 'rules' to produce a sequence. - To be able to combine action, technique, balance and shape. - To be able to make complex or extended sequences. - To be able to perform consistently to different audiences. - To ensure that movements are accurate, clear and consistent. - To use and refine the following skills: flexibility, strength, balance, power and mental focus. - To develop skills for movement, including rolling, bridging and dynamic movement. - To be able to draw on what they know about strategy, tactics and composition when performing and evaluating. - To begin to analyse and comment on skills and techniques and how these are applied in their own and others' work. - To begin to use more complex vocabulary to describe how to improve and refine performances.	- To be able to plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. - To be able to 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. - To continue to develop strength, technique and flexibility throughout performances. - To be able to draw on what they know about strategy, tactics and composition when performing and evaluating. - To be able to analyse and comment on skills and techniques and how these are applied in their own and others' work. - To use more complex vocabulary to describe how to improve and refine performances.	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.
Outdoor and Adventure	- To be able to follow a map in a familiar context. - To be able to listen to instructions from a partner/ adult. - To begin to think activities through and problem solve. - To be able to discuss and work with others in a group. - To be able to demonstrate an understanding of how to stay safe.	- To be able to follow a map in a familiar context. - To be able to move from one location to another following a map. - To be able to use clues to follow a route. - To have strong listening skills. - To choose and apply strategies to solve problems with support. - To discuss and work with others in a group. - To be able to demonstrate an understanding of how to stay safe.	- To have strong listening skills. - To be able to think activities through and problem solve using general knowledge. - To choose and apply strategies to solve problems with support. - To discuss and work with others in a group. - To be able to demonstrate an understanding of how to stay safe.	- To be able to plan a route and series of clues for someone else. - To have strong listening skills. - To be able to think activities through and problem solve using general knowledge. - To choose and apply strategies to solve problems with support. - To be able to plan with others taking account of safety and danger.	Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.

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Athletics	- To be able to run at fast, medium and slow speeds, changing speed and direction using a good technique. - To be able to make up and repeat a short sequence of linked jumps. - To be able to take part in a relay activity, remembering when to run and what to do when passing the baton. - To choose and understand appropriate running techniques. - To be able to perform a variety of throws using a selection of equipment. - To be able to use equipment safely and with good control. - To use accurate vocab to describe progress in athletics.	- To be able to link running and jumping activities with some fluency, control and consistency. - To be able to practise safely throwing a variety of objects, changing my action for accuracy and distance. - To select and maintain a running pace for different distances. - To begin to build a variety of running techniques and use with confidence. - To be able to use equipment safely and with good control. - To use accurate vocab to describe progress in athletics.	- To use the correct technique to run at speed. - To develop the ability to run for distance. - To throw with accuracy and power. - To identify and apply techniques of relay running. - To understand which technique is most effective when jumping for distance. - To learn how to use skills to improve the distance of a pull throw. - To demonstrate good techniques in a competitive situation. - To record peers performances, and evaluate these. - To be able to use equipment safely and with good control. - To use accurate vocab to describe progress in athletics.	- To investigate running styles and changes of speed. - To demonstrate good running technique in a competitive situation. - To identify and apply techniques of relay running. - To understand which technique is most effective when jumping for distance. - Demonstrates accuracy and confidence in throwing and catching activities. - To be able to demonstrate stamina. - To be able to use key skills in different situations. - To record peers performances, and evaluate these. - To be able to use equipment safely and with good control. - To use accurate vocab to describe progress in athletics.	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.

Swimming and Water Safety	<u>End of Key Stage Expectation</u> All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2. Years 4 -6 pupils partake in swimming lessons once a week for a term. In particular, pupils should be taught to: •swim competently, confidently and proficiently over a distance of at least 25 metres. •use a range of strokes effectively such as front crawl, backstroke and breaststroke. •perform safe self-rescue in different water-based situations.
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End of KS2 Expectations:

Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.