



## PE Progression of Skills in Key Stage 2

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6	End of Key Stage Expectations
Health and Fitness	I can explain why it is important to warm-up and cool-down.	I can identify some muscle groups used in gymnastic activities. I can explain why warming up is important.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different kinds of exercise. I can explain why we need regular and safe exercise.	
Acquiring and developing skills	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control.	I can move and use actions with co-ordination and control. I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game?	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game? I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.	Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.
Evaluating and improving	With help, I can recognise how performances could be improved.	I can explain how my work is similar and different from that of others. I can use my comparison to improve my work.	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.

<b>Dance</b>	I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance.	I can use dance to communicate an idea. I can take the lead when working with a partner or group. I can make sure my dance moves are clear and fluent.	I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled.	I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency.	I can develop imaginative dances in a specific style. I can choose my own music, style and dance.	Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures <ul style="list-style-type: none"> <li>• Respond to a range of stimuli and accompaniment</li> <li>• Through dance, develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>
<b>Games</b>	I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills.	I am aware of space and use it to support teammates and cause problems for the opposition. I can catch with one hand. I can they throw and catch accurately. I can move to find a space when they are not in possession during a game.	I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending.	I can gain possession by working as a team. I can pass in different ways. I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot.	I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation.	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
<b>Gymnastics</b>	I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences.	I can adapt sequences to suit different types of apparatus and their partner's ability. I can work in a controlled way. I can work with a partner to create, repeat and improve a sequence with at least three phases.	I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape.	I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent.	I can combine my own work with that of others. I can link my sequences to specific timings.	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.

<b>Athletics</b>	I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do.	I can link running and jumping activities with some fluency, control and consistency. I can throw a variety of objects, changing my action for accuracy and distance. I can run over a long distance.	I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping.	I am controlled when taking off and landing in a jump. I can throw with accuracy. I can follow specific rules.	I can demonstrate stamina. I can use my skills in different situations.						
	<b>Swimming and Water Safety</b>	<table border="1"> <thead> <tr> <th data-bbox="190 448 734 1123"><b>Lower attainers</b></th> <th data-bbox="734 448 1283 1123"><b>Mid attainers</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="190 523 734 1123">I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.</td> <td data-bbox="734 523 1283 1123">I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges. I can suggest activities and practices to help improve my own performance.</td> </tr> </tbody> </table>			<b>Lower attainers</b>	<b>Mid attainers</b>	I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.	I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges. I can suggest activities and practices to help improve my own performance.	<table border="1"> <thead> <tr> <th data-bbox="1283 448 1830 1123"><b>Higher attainers</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1283 523 1830 1123">I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.</td> </tr> </tbody> </table>	<b>Higher attainers</b>	I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.
<b>Lower attainers</b>		<b>Mid attainers</b>									
I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming. I can recognise and concentrate on what I need to improve.	I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges. I can suggest activities and practices to help improve my own performance.										
<b>Higher attainers</b>											
I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges. I can describe good swimming technique and show and explain it to others.											

**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.