

Key Stage 2

LEARNING PROGRESSION

Fundamentals	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.
	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.
	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.
	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.
	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.
	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.
	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.
	Dance	Copy remember and perform a dance phrase.
Create short dance phrases that communicate an idea.		Choreograph considering structure individually, with a partner and in a group.
Use canon, unison and formation to represent an idea.		Use action and reaction to represent an idea.
Match dynamic and expressive qualities to a range of ideas.		Change dynamics to express changes in character or narrative.
Use counts to keep in time with a partner and group.		Use counts when choreographing short phrases.

PE - Curriculum Progression

Key Stage 2

LEARNING PROGRESSION

Gymnastics	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.
	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.
	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.
	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.
Gymnastics	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.
	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.
	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.
	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.

Key Stage 2

LEARNING PROGRESSION


Rounders	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.
	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.
	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.
	Kick towards a partner in game situations.	Kick with increasing success in game situations.
	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.
	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.
	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.
	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.
	Use space with some success in game situations.	Create and use space with some success in game situations.
Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	
Athletics	Show balance, coordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.
	Link running, hopping and jumping actions using different take offs and landing	Link hopping and jumping actions with some control.
	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.
	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.
	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.
	Show balance when changing direction in combination with other skills	Show balance when changing direction at speed in combination with other skills.
	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.

Key Stage 2

LEARNING PROGRESSION

	Beginners	Developers	Intermediate
Swimming	Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Confidently combine skills to retrieve an object from greater depth.
	Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
	Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.
	Glide on front and back over short distances.	Combine gliding and floating on front and back over an increased distance.	Combine gliding and transitioning into an appropriate stroke with good control.
	Float on front and back for short periods of time.	Float on front and back using different shapes with increased control.	Confidently link a variety of floating actions together demonstrating good technique and control.
	Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation

PE - Curriculum Progression

Key Stage 2	
LEARNING PROGRESSION 	
Evaluation: Social	Encourage and motivate others to work to their personal best.
	Work with others to achieve a shared goal.
	Work with others to self manage games.
Evaluation: Emotional	Persevere when finding a challenge difficult.
	Understand what their best looks like Prac and they work hard to achieve it.
	Begin to use rules showing awareness of fairness and honesty.
	Show an awareness of how other people feel.
Evaluation: Thinking	Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
	Select and apply from a wider range of skills and actions in response to a task.
	Provide feedback using key terminology.

KS2 - PE

Cycle A– AUTUMN TERM

Cycle A– AUTUMN TERM							
FUNDAMENTALS			DANCE		SWIMMING		
Curriculum Unit	Core Unit		Core Unit		Core Unit		
Significant Person	Freddie Flintoff,		Oti Mabusi– Strictly Come Dancing,		Rebecca Addlington		
Vocabulary	Agility Co-Ordination Control Rhythm Technique	Momentum Accelerate React Stability Decelerate	Cannon Explore Extend Feedback Formation Interact	Action and Reaction Phrase Relationship Rhythm Flow Order Performance Represent Structure	Back Stroke Front Crawl Huddle Stroke Tactics Technique Breast Stroke H.E.L.P Position Treading Water	Surface Water Safety Sinking Handstand Floating Sidestroke	Alternate Buoyancy Rotation Sculling Survival Submerge
I can/am....	<p>I am able to jump and turn a skipping rope.</p> <p>I can change direction quickly.</p> <p>I can identify when I was successful.</p> <p>I can link hopping and jumping actions.</p> <p>I demonstrate balance when performing other fundamental skills.</p> <p>I understand how the body moves differently at different speeds.</p> <p>I understand why it is important to warm up.</p>	<p>I can change direction quickly under pressure.</p> <p>I can explain what happens when I exercise.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can link hopping and jumping actions with other fundamental skills.</p> <p>I can work with others to complete skipping challenges.</p> <p>I demonstrate good balance and control when performing other fundamental skills.</p> <p>I understand and can demonstrate how and when to speed up and slow down when running.</p>	<p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p>	<p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p>	<p>I can float on my front and back.</p> <p>I can move and submerge confidently in the water.</p> <p>I can roll from my front to my back and then regain a standing position.</p> <p>I can glide on both front and back.</p> <p>I know several pool rules and can explain how they help me to stay safe.</p> <p>I can demonstrate what to do if I fall into water .</p> <p>I can swim over a distance of 10m with a buoyancy aid progressing to unaided.</p> <p>I can begin to use arms and legs together to move effectively across the water</p>	<p>I can Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p>	

KS2 - PE

Cycle A - SPRING TERM

KS2 - PE								
Cycle A - SPRING TERM								
GYMNASTICS		GYMNASTICS				SWIMMING		
Curriculum Unit	Core Unit		Core Unit				Core Unit	
Significant Person	Matt Whitlock		Matt Whitlock				Rebecca Addlington	
Vocabulary	Body Tension	Bridge	Body Tension	Bridge	Back Stroke	Surface	Alternate	
	Extend	Inverted	Extend	Inverted	Front Crawl	Water Safety	Buoyancy	
	Landing Position	Perform	Landing Position	Perform	Huddle	Sinking	Rotation	
	Point	Shoulder Stand	Point	Shoulder Stand	Stroke	Handstand	Sculling	
	Contrast	Fluidly	Contrast	Fluidly	Tactics	Floating	Survival	
	Flow	Momentum	Flow	Momentum	Technique	Sidestroke	Submerge	
	Match	Rotation	Match	Rotation	Breast Stroke			
	Patch	Stability	Patch	Stability	H.E.L.P Position			
	Take off	Wrist Grip	Take off	Wrist Grip	Treading Water			
I can/am....	I can adapt sequences to suit different types of apparatus.	I can explain what happens to my body when I exercise and how this helps to make me healthy.	I can adapt sequences to suit different types of apparatus.	I can explain what happens to my body when I exercise and how this helps to make me healthy.	I can float on my front and back.		I can Swim competently, confidently and proficiently over a distance of at least 25 metres.	
	I can choose actions that flow well into one another.	I can plan and perform sequences with a partner that include a change of level and shape.	I can choose actions that flow well into one another.	I can plan and perform sequences with a partner that include a change of level and shape.	I can move and submerge confidently in the water.		I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	
	I can complete actions with increasing balance and control.	I can provide feedback using appropriate language relating to the lesson.	I can complete actions with increasing balance and control.	I can provide feedback using appropriate language relating to the lesson.	I can roll from my front to my back and then regain a standing position.		I can perform safe self-rescue in different water-based situations.	
	I can use matching and contrasting actions in a partner sequence.	I can safely perform balances individually and with a partner.	I can use matching and contrasting actions in a partner sequence.	I can safely perform balances individually and with a partner.	I can glide on both front and back.			
	I can provide feedback using key words.	I can watch, describe and suggest possible improvements to others' performances and my own.	I can provide feedback using key words.	I can watch, describe and suggest possible improvements to others' performances and my own.	I know several pool rules and can explain how they help me to stay safe.			
	I use a greater number of my own ideas for movements in response to a task. With help,	I understand how body tension can improve the control and quality of my movements.	I use a greater number of my own ideas for movements in response to a task. With help,	I understand how body tension can improve the control and quality of my movements.	I can demonstrate what to do if I fall into water .			
	I can recognise how performances could be improved.		I can recognise how performances could be improved.		I can swim over a distance of 10m with a buoyancy aid progressing to unaided.			
					I can begin to use arms and legs together to move effectively across the water			

KS2 - PE

Cycle A- SUMMER TERM

Cycle A- SUMMER TERM										
ROUNDERS			ATHLETICS				SWIMMING			
Curriculum Unit	Core Unit			Core Unit				Core Unit		
Significant Person	Ben Stokes			Usain Bolt				Rebecca Addlington		
Vocabulary	Accuracy	Umpire	Decision	Personal Best	Stamina	Record	Back Stroke face	Sur-	Alternate	
	Grip	Technique	Pressure	Relay	Stride	Official	Front Crawl	Water Safety	Buoyancy	
	Run out	No Ball	Limit	Accuracy	Measure	Heave	Huddle	Sinking	Rotation	
	Strike	Short Barrier	Cushion	Speed	Launch	Transfer of Weight	Stroke stand	Hand-	Sculling	
	Tournament		Momentum	Technique	Officiate		Tactics	Floating	Survival	
	Wicket		Retrieve	Baton	Pace		Technique stroke	Side-	Submerge	
	Caught out		compete	Strength			Breast Stroke			
				Power			H.E.L.P Position			
				Event			Treading Water			
I can/am....	I am able to bowl a ball towards a target.	I am able to bowl a ball with some accuracy, and consistency.	I am developing jumping for distance.	I can demonstrate the difference in sprinting and jogging techniques.	I can float on my front and back.	I can swim competently, confidently and proficiently over a distance of at least 25 metres.				
	I am beginning to strike a bowled ball.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly.	I can identify when I was successful.	I can explain what happens in my body when I warm up.	I can move and submerge confidently in the water.	I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].				
	I am developing an understanding of tactics and I am beginning to use them in game situations.	I can communicate with my teammates to apply simple tactics.	I can take part in a relay activity, remembering when to run and what to do.	I can identify when I was successful and what I need to do to improve.	I can roll from my front to my back and then regain a standing position.	I can perform safe self-rescue in different water-based situations.				
	I am learning the rules of the game and I am beginning to use them.	I can explain what happens to my body when I exercise and how this helps to make me healthy.	I can throw a variety of objects, changing my action for accuracy and distance.	I can jump for distance with balance and control.	I can glide on both front and back.					
	I can provide feedback using key words.	I can provide feedback using key terminology and understand what I need to do to improve.	I can use different take off and landings when jumping.	I can throw with some accuracy and power to a target area.	I know several pool rules and can explain how they help me to stay safe.					
	I can use overarm and underarm throwing and catching skills.	I can strike a bowled ball with adapted equipment (e.g. a tennis racket).	I can use key points to help me to improve my sprinting technique.	I show determination to improve my personal best.	I can demonstrate what to do if I fall into water .					
	I work co-operatively with my group to self-manage games.	I can use overarm and underarm throwing and catching skills with increasing accuracy.	I can work with a partner and in a small group, sharing ideas.	I support and encourage others to work to their best.	I can swim over a distance of 10m with a buoyancy aid progressing to unaided.					
		I can share ideas and work with others to manage our game.	I show determination to achieve my personal best.		I can begin to use arms and legs together to move effectively across the water					

KS2 - PE

Cycle B- AUTUMN TERM

Cycle B- AUTUMN TERM								
FUNDAMENTALS		DANCE			SWIMMING			
Curriculum Unit	Core Unit		Core Unit			Core Unit		
Significant Person	Ben Stokes,		Ashley Banjo- Diversity			Adam Peaty		
Vocabulary	Agility Co-Ordination Control Rhythm Technique	Momentum Accelerate React Stability Decelerate	Cannon Explore Extend Feedback Formation Interact	Action and Reaction Phrase Relationship Rhythm Flow Order Performance Represent Structure	Back Stroke Front Crawl Huddle Stroke Tactics Technique Breast Stroke H.E.L.P Position Treading Water	Surface Water Safety Sinking Handstand Floating Sidestroke	Alternate Buoyancy Rotation Sculling Survival Submerge	
I can/ am....	I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.	I can change direction quickly under pressure. I can explain what happens when I exercise. I can identify when I was successful and what I need to do to improve. I can link hopping and jumping actions with other fundamental skills. I can work with others to complete skipping challenges. I demonstrate good balance and control when performing other fundamental skills. I understand and can demonstrate how and when to speed up and slow down when running.	I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.	I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.	I can float on my front and back. I can move and submerge confidently in the water. I can roll from my front to my back and then regain a standing position. I can glide on both front and back. I know several pool rules and can explain how they help me to stay safe. I can demonstrate what to do if I fall into water . I can swim over a distance of 10m with a buoyancy aid progressing to unaided. I can begin to use arms and legs together to move effectively across the water	I can Swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.		

KS2 - PE

Cycle B- SPRING TERM

GYMNASTICS		GYMNASTICS		SWIMMING			
Curriculum Unit	Core Unit		Core Unit		Core Unit		
Significant Person	Beth Tweddle		Beth Tweddle		Adam Peaty		
Vocabulary	Body Tension Extend Landing Position Point Contrast Flow Match Patch Take off	Bridge Inverted Perform Shoulder Stand Fluidly Momentum Rotation Stability Wrist Grip	Body Tension Extend Landing Position Point Contrast Flow Match Patch Take off	Bridge Inverted Perform Shoulder Stand Fluidly Momentum Rotation Stability Wrist Grip	Back Stroke Front Crawl Huddle Stroke Tactics Technique Breast Stroke H.E.L.P Position Treading Water	Surface Water Safety Sinking Handstand Floating Sidestroke	Alternate Buoyancy Rotation Sculling Survival Submerge
I can/am....	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can use matching and contrasting actions in a partner sequence.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task. With help,</p> <p>I can recognise how performances could be improved.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can use matching and contrasting actions in a partner sequence.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task. With help,</p> <p>I can recognise how performances could be improved.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I can float on my front and back.</p> <p>I can move and submerge confidently in the water.</p> <p>I can roll from my front to my back and then regain a standing position.</p> <p>I can glide on both front and back.</p> <p>I know several pool rules and can explain how they help me to stay safe.</p> <p>I can demonstrate what to do if I fall into water .</p> <p>I can swim over a distance of 10m with a buoyancy aid progressing to unaided.</p> <p>I can begin to use arms and legs together to move effectively across the water</p>	<p>I can Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p>	

KS2 - PE

Cycle B- SUMMER TERM

Cycle B- SUMMER TERM												
Netball				ATHLETICS				SWIMMING				
Curriculum Unit	Core Unit			Core Unit				Core Unit				
Significant Person	Irene van DyK (South African Netball player)			Mo Farah				Adam Peaty				
Vocabulary	Backhand	Opponent	Alternate	Compete	Personal Best	Stamina	Record	Back Stroke	Sur-	Alternate		
	Control	Rally	Extend		Relay	Stride	Official	face				
	Court	Opposition	Continuous		Accuracy	Measure	Heave	front	Water Safety	Buoyancy		
	Forehead		Deny		Speed	Launch	Transfer of Weight	Crawl	Sinking	Rotation		
	Tactic		Swing		Technique	Officiate		stand	Hand-	Sculling		
	React		Contact		Baton	Pace		Tactics	Floating	Survival		
	Competition		Receiver		Strength			Technique	Side-	Submerge		
	Cooperation		Co-Operative		Power			stroke				
	Face		reflect		Event			Breast Stroke				
								H.E.L.P Position				
								Treading Water				
I can/am....	I am beginning to use simple tactics.		I can use simple tactics to help my team score or gain possession.		I am developing jumping for distance.		I can demonstrate the difference in sprinting and jogging techniques.		I can float on my front and back.		I can Swim competently, confidently and proficiently over a distance of at least 25 metres.	
	I am learning the rules of the game and am beginning to use them honestly.		I understand the rules of the game and I can use them often and honestly.		I can identify when I was successful.		I can explain what happens in my body when I warm up.		I can move and submerge confidently in the water.		I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	
	I can communicate with my team and move into space to support them.		I can defend one on one and know when to win the ball.		I can take part in a relay activity, remembering when to run and what to do.		I can identify when I was successful and what I need to do to improve.		I can roll from my front to my back and then regain a standing position.		I can perform safe self-rescue in different water-based situations.	
	I can defend an opponent and try to win the ball.		I can explain what happens to my body when I exercise and how this helps to make me healthy.		I can throw a variety of objects, changing my action for accuracy and distance.		I can jump for distance with balance and control.		I can glide on both front and back.			
	I can pass, receive and shoot the ball with some control.		I can move to space to help my team to keep possession and score goals.		I can use different take off and landings when jumping.		I can throw with some accuracy and power to a target area.		I know several pool rules and can explain how they help me to stay safe.			
	I can provide feedback using key words.		I can pass, receive and shoot the ball with increasing control.		I can use key points to help me to improve my sprinting technique.		I show determination to improve my personal best.		I can demonstrate what to do if I fall into water .			
	I understand my role as an attacker and as a defender.		I can provide feedback using key terminology and understand what I need to do to improve.		I can work with a partner and in a small group, sharing ideas.		I support and encourage others to work to their best.		I can swim over a distance of 10m with a buoyancy aid progressing to unaided.			
	I work cooperatively with my group to self-manage games.		I share ideas and work with others to manage our game.		I show determination to achieve my personal best.				I can begin to use arms and legs together to move effectively across the water			