



Progress in PE: Key Stage 2

At Ashton St Peter's Primary School we aim to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities, through our teaching of physical skills, linked to a range of sports. Through our explicit demonstration and pupils' practise of physical skills and techniques, children will develop greater control over their own bodies and apply these new competencies to a range of activities and sports. It is important to us that we inspire children to lead an active lifestyle and have the motivation to take part in physical activity, both in and out of school. Children's health and fitness is supported through opportunities to become physically active and confident during P.E lesson time, playtimes and extra-curricular activities. We ensure that all of our P.E lessons are fully inclusive and children of every ability feel a sense of pride and achievement. With concerns about children's mental health currently being so prevalent, we aim to use P.E as a tool to support the children's physical and mental wellbeing. Sportsmanship and the school values are embedded in all areas of the P.E curriculum to develop children into well-rounded individuals.

Skill	Year 3	Year 4	Year 5	Year 6
Ball skills and games	<ul style="list-style-type: none"> ● Throw and catch with control when under limited pressure ● Be aware of space and use it to support team-mates and cause problems for the opposition ● Know and use rules fairly to keep games going ● Keep possession with some success when using equipment that is not used for throwing and catching skills <p>I find PE much easier to teach with the new planning. I am not sure what this last objective means?</p>	<ul style="list-style-type: none"> ● Catch with one hand ● Throw and catch accurately ● Use a bat, racquet or hockey stick accurately and with control to hit a ball or shuttlecock ● Keep possession of a ball ● Move to find a space when not in possession of a ball during a game ● Vary tactics and adapt skills according to what is happening 	<ul style="list-style-type: none"> ● Gain possession by working as a team ● Pass a ball in different ways ● Use forehand and develop backhand with a racquet ● Field ● Choose the best tactics for attacking and defending ● Use a number of techniques to pass, dribble and shoot 	<ul style="list-style-type: none"> ● Explain complicated rules ● make a team plan and communicate it to others ● Lead others in a game situation ● Demonstrate a good awareness of space ● Throw and catch accurately and successfully under pressure in a game

Gymnastics	<ul style="list-style-type: none"> ● Use a greater number of their own ideas for movement in response to a task ● Adapt sequences to suit different types of apparatus and their partner's ability ● Explain how strength and suppleness affect performance ● Compare and contrast gymnastic sequences, commenting on similarities and differences ● Perform large and small body-part balances 	<ul style="list-style-type: none"> ● Work in a controlled way ● Include change of speed ● Include change of direction ● Include a range of shapes ● Follow a set of 'rules' to produce a sequence ● Work with a partner to create, repeat and improve a sequence with at least three phases ● 1,2,3 and 4-point balances ● Balance with and against a partner 	<ul style="list-style-type: none"> ● Make complex or extended sequences ● Combine action, balance and shape ● Perform consistently to different audiences ● Movements are accurate, clear and consistent ● Perform part body-weight partner balances 	<ul style="list-style-type: none"> ● Combine their own work with that of others ● Link complex sequences to specific timings ● Group formations ● Develop technique, control and complexity of part-weight partner balances
Dance	<ul style="list-style-type: none"> ● Improvise freely, translating ideas from a stimulus into movement ● Share and create phrases with a partner and in small groups ● Repeat, remember and perform these phrases in a dance 	<ul style="list-style-type: none"> ● Take the lead when working with a partner or group ● Use dance to communicate an idea ● Work on their movements and refine them ● Dance is clear and fluent 	<ul style="list-style-type: none"> ● Compose their own dances in a creative and imaginative way ● Perform to an accompaniment, expressively and sensitively ● Movements are controlled ● Dance shows clarity, fluency, accuracy and consistency 	<ul style="list-style-type: none"> ● Develop imaginative dances in a specific style ● Choose their own music, style and dance
Multi-skills	<ul style="list-style-type: none"> ● Select and use the most appropriate skills, actions or ideas ● Move and use actions with co-ordination and control ● Balance on various body parts while moving ● Agility focus -changing direction at speed ● Co-ordinate body to perform a combination of movements ● Complete a variety of fitness tests successfully and get a personal best 	<ul style="list-style-type: none"> ● Select and use the most appropriate skills, actions or ideas ● Move and use actions with co-ordination and control ● Make up their own small-team game ● Balance confidently using various equipment and body parts ● Agility focus - changing direction at speed with good technique ● Co-ordinate body efficiently to perform combination of movements or actions ● Complete a variety of fitness tests confidently and achieve a number of personal bests 	<ul style="list-style-type: none"> ● Link skills, techniques and ideas and apply them accurately and appropriately ● Show good control in their movements ● In combination with different skills can balance equipment while moving and co-ordinating another body action ● Agility focus – change direction quickly and efficiently with equipment ● Co-ordinate using both sides of the body ● Test and measure balance, agility and coordination confidently and accurately. ● Compare their performances with previous ones and a strive to achieve a personal best 	<ul style="list-style-type: none"> ● Apply their skills, techniques and ideas consistently ● Show precision, control and fluency ● Balance equipment on various body parts whilst moving or co-ordinating another body actions accurately ● Agility focus – can change direction at speed with balance and control whilst using various equipment ● Co-ordinate using both sides of the body with fluency to perform combination of movements or actions ● Complete each test with fluency and accurately measure and record. ● Evaluate previous performance levels and demonstrate improvements to achieve their personal best

Athletics	<ul style="list-style-type: none"> ● Run at fast, medium and slow speeds, changing speed and direction ● Throw a javelin/vortex using correct stance rotating hips forward ● Perform a hop, step and jump (standing triple jump) in isolation and in combination ● In warm ups develop running for distance ● Develop relay change over techniques ● Run and take off over obstacles at some speed 	<ul style="list-style-type: none"> ● Run at fast, medium and slow speeds, changing speed and direction with confidence and accuracy ● Throw a javelin/vortex with height and distance ● Perform a hop, step and jump (standing triple jump) ● In warm ups develop running for distance increasing each lesson ● Pass a relay baton with control with a partner in adapted games ● Run and jump over hurdles with some speed and control 	<ul style="list-style-type: none"> ● React quickly and accelerate over short distances ● Throw a javelin/vortex/ tennis ball using correct stance rotating hips forward with good height and distance ● Perform a variety of jumps (Long jump and triple jump) and measure for distance ● Develop pace when running longer distance ● Pass a relay baton with control and timing in a pairs change over 	<ul style="list-style-type: none"> ● Accelerate quickly with speed and control in movement – timed/competitive races ● Throw a javelin/vortex /shot put safely with accuracy and power. ● Perform a jump for distance varying techniques to improve performance ● In an competitive game and begin to hit/place a ball into a space ● Develop long distance running-learning to pace and show good technique ● Pass a relay baton in competitive situations (timed)
Outdoor adventure			<ul style="list-style-type: none"> ● Follow a map in a familiar location ● Use clues and compass directions to navigate a route ● Change their route if there is a problem ● Change their plan if they get new information 	<ul style="list-style-type: none"> ● Follow a map in an unknown location ● Plan a route and series of clues for someone else ● Plan with others taking account of safety and danger