



Lower Key Stage 2 P.E Progression of Knowledge and Skills (Year 3, Year 4)



KS2 National Curriculum

PE2/1.1 Sport & Games

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2 Swimming and water safety

- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations

Lower Key Stage 2 Progression of Knowledge and Skills

GAMES Invasion Games Net and Wall Games Striking and Fielding Games

I know how to use and select travelling movements in a game, therefore I can:

- change direction and speed with control and coordination
- move to find space
- travel with equipment keeping possession

I know how to combine travelling skills with strategies for attacking and defending, therefore I can:

- move into space
- move and signal to obtain possession
- move with equipment using a range of techniques showing control and fluency, whilst considering my next move

I know how to use ball skills (passing and receiving) in relation to invasion games, therefore I can:

- accurately pass and receive a range of balls in different ways with hands (e.g. chest pass, bounce pass, shoulder pass)
- demonstrate control when dribbling, passing and receiving with feet
- signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc)
- pass and receive on the move and signal for the ball to retain possession and show progression
- down the court / pitch
- play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3)

I know how to use and apply invasion games skills, therefore I can:

- play confidently in small sided invasion games using various formations
- use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc.)
- use a range of tactics to keep possession of the ball and get into position to shoot or score
- understand how to dodge, mark, signal for the ball and intercept
- play within the rules
- recognise aspects that need improving

I know how to use skills focusing on net/wall games, therefore I can:

- strike a ball with reasonable control and accuracy at a target or over a net
- select and use appropriate basic shots in different situations
- understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent
- play confidently and competitively in small sided games (2v2, 3v3) and apply net/wall principles to
- other activities e.g. adapted volleyball games
- know and use the rules and keep games going without dispute

I know how to use and apply net/wall games skills, therefore I can:

	• use a bat to strike a ball with a degree of accuracy and control • throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions • aim a ball over a barrier to land in spaces on the other side • understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots • understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3) I know how to use skills focusing on striking and fielding games, there I can: • strike a ball with confidence and control and direct it accurately into a simple target area • receive the ball from one direction and throw or strike it away in another direction • understand and identify good striking and fielding techniques • make judgements about how best to intercept a ball travelling towards, to one side or beyond the fielder • combine the skills to play effectively in small sided striking and fielding games and use simple attacking and defending tactics, e.g. work as a team to field the ball • understand and demonstrate the roles of a bowler, striker, fielder, backstop / wicket keeper I know how to use and apply striking and Fielding games skills, therefore I can: • know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder) • throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce) • strike a ball along the ground or through the air in different directions with control • understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it • combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies I know how to develop my own games, therefore I can: • demonstrate previously learned skills in independently constructed group games • work cooperatively and creatively in a group of specified numbers to achieve a given object • using a limited choice of equipment • plan and adjust rules and strategies to make the game fairer, safer and more challenging • describe the format and intention of the game and explain why particular rules have been made • know how to use space in games I know how to problem solve and invent games, therefore I can: • negotiate, plan and make collective decisions on the nature shape and construction of the game • select and use skills and tactics appropriate for the type of game • understand and transfer principles of play from known games to use in my own game • make up rules and be prepared to modify them to make the games more challenging • adapt rules in agreement with others • work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going
GYMNASTICS Developing skills and knowledge	I know and understand how to consistently perform and combine shape, travel, flight, balance and rotation movements in gymnastics, therefore I can: • demonstrate different ways of travelling along various pathways and in different directions, i.e. towards, backwards, sideways, diagonally forwards, diagonally backwards • travel showing a range of shapes travel demonstrating a cat leap and scissor kick • show different rolls including a shoulder roll and a forward roll - take weight on hands and feet • consistently to transfer from a front support to a back support or side support • join together two or more contrasting actions e.g. rolling, jumping, spinning and beginning of cartwheel activities • demonstrate stretched and curled balances on different body parts showing an understanding of high, medium and low positions • identify and perform matching shapes with a partner, one behind the other, side by side or passing over a partner e.g. one is on a long thin shape on the ground and partner jumps over showing a long thin shape in the air • understand what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts.

	• compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, matching and mirroring and be able to identify what adaptations were required to enhance the overall performance • transfer and extend all these ideas and skills onto low and high apparatus I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can: • identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) • balance with and against a partner • move into a balance, then move out of it in a different direction • identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance • identify and use skills which transfer weight from feet to hands and back to feet again • jump and land in a controlled way when completing $\frac{1}{4}$ and $\frac{1}{2}$ turn • demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions • identify and show at least two different types of rolls in different directions sideways, forwards and backwards • demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls • with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels • transfer and extend all these ideas and skills onto low and high apparatus with control I know how to use apparatus, therefore I can: • follow instructions to set up small and large gymnastics apparatus I know how to use apparatus, therefore I can: • set up small and large gymnastics apparatus whilst considering the safety of others
DANCE Developing skills and knowledge	I know and understand actions and dynamics in dance, therefore I can: • perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination • demonstrate combinations of movement using whole body and body parts • respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement • develop movement phrases by using actions and dynamics • understand how dance communicates moods, ideas and feelings I know and understand actions and dynamics in dance, therefore I can: - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination - display a clarity within the movement with attention to clear body shape, extension, balance and footwork - begin to vary dynamics when developing actions and motifs in response to stimuli - discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely - display confidence in improving and exploring the original ideas - recognise the timing of the sounds in a piece of music I know and understand space in dance, therefore I can: • develop movement phrases by considering pathways and using space well I know and understand space in dance, therefore I can: - demonstrate good spatial awareness and use space effectively I know and understand relationships in dance, therefore I can: • develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part • show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation I know and understand relationships in dance, therefore I can: - develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer

	- change formation during a dance sequence. I know how to perform a dance, therefore I can: - perform with expression showing a sense of phrasing and rhythm - understand and show different styles of dance in my performance I know how to perform a dance, therefore I can: - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end
ATHLETICS Developing skills and knowledge	I know how to develop my skills and knowledge in relation to running, therefore I can: - understand and show the basic principles of running as an individual, in a team, in relays and over obstacles - demonstrate walking / jogging / running in various directions and speeds in a controlled manner - focus on my arm and leg action to improve my sprinting technique - begin to focus on trailing leg and lead leg action when running over hurdles I know how to develop my skills and knowledge in relation to running, therefore I can: - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - understand and show how changes in throwing actions can be affected by varying the amount of effort and speed - demonstrate various throwing actions e.g. pushing, pulling and slinging - continue to develop techniques to throw for increased distance. I know how to develop my skills and knowledge in relation to throwing, therefore I can: - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw I know how to develop my skills and knowledge in relation to jumping, therefore I can: - understand and demonstrate safe landings and the basic principles of jumping - show the five basic jumps stationary and on the move in control - demonstrate combination jumps performed in a rhythmical way - know the action needed when jumping for height - develop an effective take-off for the standing long jump. I know how to develop my skills and knowledge in relation to jumping, therefore I can: - demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump I know and understand how to take part in competition, therefore I can: - compete as part of a team - compete against myself and others in a controlled manner. I know and understand how to take part in competition, therefore I can: - adapt my performance to focus on being the best I can be
OAA	I know how to problem solve, therefore I can: - develop an awareness of the importance of planning and reviewing an activity - begin to choose equipment that is appropriate for an activity

Developing skills and knowledge	- begin to complete activities in a set period of time - follow multi-step instructions with support when necessary I know how to problem solve, therefore I can: - recognise the importance of planning and reviewing activities - try a range of equipment for creating and completing an activity - make an informed decision on the best equipment to use for an activity I know and understand the concept of a map, therefore I can: - use a key and symbols on a simple map, with support if necessary - know the meaning of some common map symbols - orientate a map, to follow a simple course with support if necessary - understand what orienteering involves and know some of the basic orienteering symbols - follow four compass directions and arrive at the correct destination - show how to set a simple map of a small area and establish direction of travel - understand and sometimes use directional language to navigate others with some success I know and understand the concept of a map, therefore I can: - orientate myself with accuracy around a short trail - create a short trail for others with a physical challenge - start to recognise features of an orienteering course - associate the meaning of a key in context of the environment - begin to use a map to compete an orienteering course - complete an orienteering course more than once and begin to identify ways of improving completion time I recognise and know the importance of team work, therefore I can: - cooperate willingly most of the time with others in problem solving activities e.g. trust activities - identify and use effective communication to begin to work as a team, demonstrating some verbal and non-verbal methods of communication I recognise and know the importance of team work, therefore I can: - communicate clearly with other people in a team and with other teams - experience a range of roles within a team and begin to identify the key skills required to succeed at each role
Thinking	I can: - recognise and describe the effects of exercise on the body - select and apply a range of skills with good control and consistency - perform a range of movements with good body posture - explain a variety of simple tactics to attack or defend - make up my own rules and versions of activities - explain what I am doing well and have begun to identify areas for improvement and can challenge myself to improve - describe how my performance has improved over time. - watch, describe and evaluate the effectiveness of a performance - follow instructions and ask for help if needed - understand working safely I can: - demonstrate knowledge and understanding of the reasons for warming up and cooling down - describe how the body reacts at different times and how this affects performance - adapt an activity and make it more difficult and exciting - link actions and can develop sequences of movements that express my own ideas - demonstrate the difference between roles in team games - explain rules of different games and activities - understand ways (criteria) to judge performance and identify specific parts to continue to work upon - watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary - modify my use of skills or techniques to achieve a better result

	• show some independence in making decision related to my work • explain how to work safely in lessons and can give examples
Feeling	I can: • enjoy communicating, collaborating and competing with others • know where I am with my learning and I have begun to challenge myself • show and understand the concept of sportsmanship • work both individually and within a team • show patience and support others, listening well to them about our work • happily show others and tell them about my ideas • give reasons why PE is good for my health I can: • cope well and react positively when things become difficult • persevere with a task and can improve my performance with regular practice • understand feelings and how they can influence performance in PE lessons • understand and follow rules of games and follow them fairly • cooperate with others, giving helpful feedback to ensure they improve • work in small teams and groups of up to 6 people • help to organise roles and responsibilities and guide a small group through a task • describe both short and long term effects of exercise on my body • - explain how I will know that my fitness levels are improving

Assessment End Points Lower Key Stage 2

Knowledge and Skills

Games:

- I can confidently demonstrate a number of games related skills showing precision, accuracy and variety, for example - moving with a ball, catching a ball, passing and throwing a ball, hitting and striking a ball
- I can successfully apply my skills within a game situation, even when under pressure, demonstrating I can select and use the most appropriate skill
- I can apply skills to enable me to be successful in a game situation, for example hitting into space to challenge an opponent
- I can use simple attacking and defending skills in a game, for example - keeping and winning back possession of the ball in a team game, finding useful space and getting into it to support teammates
- I can apply and follow rules fairly

Games:

- I can travel at appropriate speeds throughout a game
- I can use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when
- I can receive a range of passes
- I can demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team
- I can demonstrate my awareness of defending principles such as recognising how to defend/intercept the ball, marking and tackling
- I can contribute towards helping my team to keep and win back possession of the ball in a team game
- I can follow rules for different categories of games

Gymnastics:

- I can create interesting body shapes while holding balances with control and confidence and whilst developing the quality of my actions
- I can take my weight on my hands holding a stable position
- I can travel in a variety of ways with coordination, control and care and use turns whilst moving
- I can confidently use a range of jumps making basic shapes in the air
- I can perform safely using the apparatus with some confidence
- I can link combinations of actions with increasing confidence, including changes of direction, speed or level and with smooth transitions
- I can choose ideas to compose a movement sequence independently and with others developing the quality of my actions in my performance

Gymnastics:

- I can perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression

- I can show changes of direction, speed and level when traveling in different ways using flight
- I can develop good technique when traveling, balancing and using equipment
- I can use an increasing range of actions, directions and levels in my sequences performing with fluency and expression
- I can create longer more complex sequences

Dance:

- I can perform body actions with fluency, control and coordination using dynamic, rhythmic and expressive qualities
- I can respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement
- I can dance with a partner or small group to communicate moods, ideas and feelings using simple compositional devices
- I can have a basic understanding of styles of dance

Dance:

- I can identify and repeat the movement patterns and actions of a chosen dance style with precision and control
- I can show an awareness of both rhythm and beat and use these when composing my own dances
- I can confidently improvise with a partner or on their own
- I can compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques

Athletics:

- I can identify and demonstrate how different techniques can affect my performance
- I can understand the importance of adjusting running pace to suit the distance being run
- I can run consistently and smoothly at different speeds
- I can throw with greater control and accuracy, showing increasing success in my overarm throw
- I can perform a push throw
- I can use one and two feet to take off and to land with
- I can perform the standing long jump with some control
- I can compete against myself and others and demonstrate some improvements to achieve my personal best

Athletics:

- I can describe how the body reacts at different times and how this affects performance
- I can run demonstrating good running posture and technique and run at a faster pace for a longer period of time
- I can confidently demonstrate a technique for sprinting and how to complete an effective sprint finish
- I can perform a relay, focusing on the baton changeover technique, speeding up and slowing down
- I can measure the distance of my throws and jumps
- I can throw and jump with more control, accuracy and efficiency
- I can throw and retrieve implements safely
- I can show how the weight and shape of an object affects its flight path
- I can jump for distance from 2 feet to 2 feet
- I can perform hop, step and jump combinations with balance and control
- I can jump for height from standing

OAA:

- I can choose simple approaches to solve the problems I am set, realising that activities need thinking through and recognise planning is useful
- I can describe what orienteering is
- I can orientate myself with increasing confidence and accuracy around a short trail, identifying symbols used on a key
- I can communicate effectively with my team members
- I can explain what teamwork involves and demonstrate some teamwork skills to help achieve a goal
- I can take part in outdoor and adventurous activity challenges both individually and within a team

OAA:

- I can choose sensible skills and approaches for the challenges set
- I can confidently orientate myself and my partner / team around a short trail
- I can work effectively as part of a team, taking on different roles

Swimming:

- I can enter and exit the water carefully, as taught from the side

- I can begin to swim short distances with no support (10m)
- I can answer 3 questions on the water safety code