



PE Curriculum

Progression Documents

By the end of Lower Key Stage 2		
Games	I can begin to travel in a variety of directions and for purpose (defending/attacking)	I can apply basic skills of traveling for attacking and defending
	I can travel bouncing a ball with some control	I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
	I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	I can show confidence in using ball skills in various ways and can link these together (passing, throwing and shooting)
	I can receive a ball with control when under pressure in game state.	I can use running, jumping, throwing and catching in isolation and combination
	I can use skills with coordination and control.	I can use skills with coordination, control and fluency
	I can communicate, work as a team and begin to compete during game situations	I can take part in a competitive game.
	I can develop my knowledge of games	I begin to create my own game using knowledge and skills taught.
	I can understand the term possession and when it apply during game play.	I begin to use skills to keep possession and control of the ball.
I can choose good places to stand when receiving, and give reasons for their choice	I can effectively play a competitive net/wall game.	



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	I can choose and use batting or throwing skills to make the game hard for their opponents.	I can experiment with different techniques to attack and defend.
	I can explain what attacking and defending is.	I can begin to show an awareness of when to attack and defend.
Dance	I can begin to improvise independently to create a simple dance	I can improvise with a partner or on my own.
	I can begin to improvise with a partner to create a simple dance.	I can demonstrate provision and some control in response to stimuli.
	I can translate ideas from stimuli to movement with support	I can begin to vary dynamics and develop active and motifs.
	I can begin to compare and adapt movements and motifs to create a larger sequence.	I can modify a sequence using dance vocabulary as a result of self-evaluation.
	I can use simple dance vocabulary to improve and compare work.	I can perform dances with rhythm and use spatial awareness.
	I can perform dances with an awareness of rhythm on their own or in a group.	I understand the need to warm up
Gymnastics	I can improve the quality of my rolls, jumps, travel, body shapes and balance.	I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.
	I can describe my own work using simple gym vocabulary	I can begin to use gym vocabulary to describe how to improve and refine performances
	I can copy, explore and remember a variety of movements and use them to create my own sequence	I can create gymnastic sequences that meet a theme or set of objectives.
	I can apply compositional ideas independently and with others to create a sequence.	I can begin to develop strength, technique and flexibility throughout performances



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	I can begin to develop good technique of taught skills when using equipment.	I can begin to apply sequences of taught skills to equipment
Athletics	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.
	I can perform a running jump with some accuracy	I can perform a running jump with more than one component
	I can perform a variety of throws using a selection of equipment	I can demonstrate accuracy in throwing activities
Outdoor/ Adventurous Activities	I can begin to develop listening skills when listening to a partner or adult	I can develop listening skills
	I can begin to use compass points	I can begin to use a simple map
	I can begin to think activities through	I can begin to think activities through and problem solve
		I can begin to choose and apply strategies
	I can begin to understand how to stay safe	I can begin to demonstrate an understanding in how to stay safe



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Cycle A – LKS2 YEAR 3					
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> <u>Gymnastics (Floor skills)</u>	<u>Spring 2</u> <u>Gymnastics</u> <u>(Apparatus skills)</u>	<u>Summer Term</u> <u>Swimming</u>
Vocabulary	Spatial awareness, Repeat, Dance, Character, Repetition, Action, Reaction, Pattern, Movement, Evaluate, Improve, Agility, Flexibility, Strength, Technique, Control, Balance, Combination, Stimulus, Motifs, Dynamics, Perform, Timing Health and fitness – warm up/ cool down/heart rate/pulse		Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate Create, Combination, Sequence, Space, Improvisation, Repetition, Adapt, Motifs, Pattern, Movement, Evaluate, Improve,		Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue
I will know...	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 adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. I can recognise how performances could be improved		How to demonstrate an understanding in how to stay safe in the water - How to fully submerge my body into the water - How to enter the water by jumping in the deep end independently and exit the pool without the use of steps - How to perform safe self-rescue in different water-based situations. - How to swim competently, confidently over a distance of at least 25m. - How to use a range of strokes effectively such as front crawl, back stroke and breast strokes



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Cycle A – LKS2 YEAR 3/4					
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring Term</u> <u>Swimming</u>	<u>Summer 1</u> <u>Games</u> <u>Cricket</u>	<u>Summer 2</u> <u>Athletics</u>
Vocabulary	Spatial awareness, Repeat, Dance, Character, Repetition, Action, Reaction, Pattern, Movement, Evaluate, Improve, Agility, Flexibility, Strength, Technique, Control, Balance, Combination, Stimulus, Motifs, Dynamics, Perform, Timing Health and fitness – warm up/ cool down/heart rate/pulse		Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue	Defending, Attacking, Travel, Bouncing, Control, Possession, Co-ordination, Co-operation, Scoring, Batting, Space, Pass, chest, underarm, Dribble, Team , Points, Basket, Wicket, Evaluate, Improve Health and fitness – warm up/ cool down/ heart rate	
I will know...	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.		How to demonstrate an understanding in how to stay safe in the water - How to fully submerge my body into the water - How to enter the water by jumping in the deep end independently and exit the pool without the use of steps - How to perform safe self-rescue in different water-based situations. - How to swim competently, confidently over a distance of at least 25m. - How to use a range of strokes effectively such as front crawl, back stroke and breast strokes	I am able to bowl a ball with some accuracy and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can persevere when learning a new skill. I can provide feedback using key terminology	I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping.



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			<p>and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p>	<p>I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best</p>
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Cycle A – LKS2 YEAR 4					
	<u>Autumn Term</u> <u>Swimming</u>	Spring 1 Gymnastics Floor skills	Spring 2 Gymnastics Apparatus skills	<u>Summer 1</u> <u>Games</u> <u>Cricket</u>	<u>Summer 2</u> <u>Athletics</u>
Vocabulary	Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue	Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate Create, Combination, Sequence, Space, Improvisation, Repetition, Adapt, Motifs, Pattern, Movement, Evaluate, Improve,		Defending, Attacking, Travel, Bouncing, Control, Possession, Co-ordination, Co-operation, Scoring, Batting, Space, Pass, chest, underarm, Dribble, Team , Points, Basket, Wicket, Evaluate, Improve Health and fitness – warm up/ cool down/ heart rate	
I will know...	<ul style="list-style-type: none"> - How to demonstrate an understanding in how to stay safe in the water - How to fully submerge my body into the water - How to enter the water by jumping in the deep end independently and exit the pool without the use of steps - How to perform safe self-rescue in different water-based situations. -How to swim competently, confidently over a distance of at least 25m. - How to use a range of strokes effectively such as front crawl, back stroke and breast strokes 	<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 choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</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.</p> <p>I can recognise how performances could be improved</p>		<p>I am able to bowl a ball with some accuracy and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball after a bounce.</p>	<p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p>



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			<p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p>
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Cycle B – LKS2 YEAR 3					
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> <u>Gymnastics (Floor skills</u>	<u>Spring 2</u> <u>Gymnastics (Apparatus skills)</u>	<u>Summer Term</u> <u>Swimming</u>
Vocabulary	Spatial awareness, Repeat, Dance, Character, Repetition, Action, Reaction, Pattern, Movement, Evaluate, Improve, Agility, Flexibility, Strength, Technique, Control, Balance, Combination, Stimulus, Motifs, Dynamics, Perform, Timing Health and fitness – warm up/ cool down/heart rate/pulse		Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate Create, Combination, Sequence, Space, Improvisation, Repetition, Adapt, Motifs, Pattern, Movement, Evaluate, Improve,		Shallow, Deep, Turning, Metres, Glide, Front, Back, Stroke, Style, Submerge, Horizontally Vertically, Front crawl, Back stroke, Breast stroke, Independence, Rescue
I will know...	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 explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.		How to demonstrate an understanding in how to stay safe in the water - How to fully submerge my body into the water - How to enter the water by jumping in the deep end independently and exit the pool without the use of steps - How to perform safe self-rescue in different water-based situations. - How to swim competently, confidently over a distance of at least 25m. - How to use a range of strokes effectively such as front crawl, back stroke and breast strokes



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Cycle B – LKS2 YEAR 3 /4					
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Summer Term</u> <u>Swimming</u>	<u>Summer 1</u> <u>Games</u> <u>tag Rugby</u>	<u>Summer 2</u> <u>Athletics</u>
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			<p>with increasing control.</p> <p>I can pass and receive the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games</p>	<p>power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best</p>
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Cycle B – LKS2 YEAR 4					
	<u>Autumn and Spring Terms</u> <u>Swimming</u>	<u>Spring 1</u> <u>Gymnastics</u> <u>(Floor skills</u>	<u>Spring 2</u> <u>Gymnastics (Apparatus</u> <u>skills)</u>	<u>Summer 1</u> <u>Games</u> <u>tag Rugby</u>	<u>Summer 2</u> <u>Athletics</u>
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			<p>I can pass and receive the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games</p>	
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