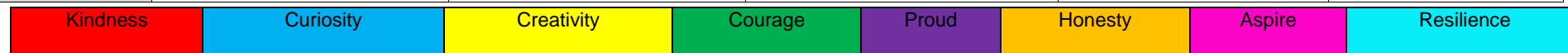




Physical Education Progression of Skills – Key Stage 2 (SHARES)

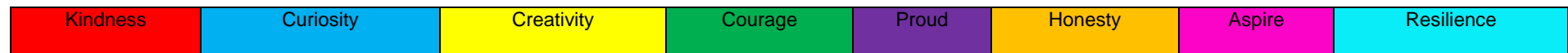
At Crow Orchard Primary School, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence both our mixed-age and single year group curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects; at their own pace and in the best possible way for each individual child.

	Year 3 Pupils will learn:	Year 4 Pupils will learn:	Year 5 Pupils will learn:	Year 6 Pupils will learn:	End of Key Stage Expectations
Health and Fitness	<ul style="list-style-type: none"> I can explain why it is important to warm-up and cooldown. I can identify some muscle groups used in gymnastic activities. I can begin to explain why warming up is important. 	<ul style="list-style-type: none"> I can explain why warming up is important. I can explain what effect exercise has on their body. I can explain some important safety principles when preparing for exercise. 	<ul style="list-style-type: none"> I can explain why exercise is important. I can choose appropriate warm ups and cool downs. 	<ul style="list-style-type: none"> I can explain how the body reacts to different kinds of exercise. I can explain why I need regular and safe exercise. I can develop calming techniques and self-regulate emotions. 	
Vocabulary	Warm up, cool down, heart rate, blood flow, stretching	Thighs/quadriceps, hamstrings, calves, pectoral, biceps, triceps Warm up, cool down, heart rate, blood flow, stretching	Preparation, circulation, oxygen, carbon dioxide Warm up, cool down, heart rate, blood flow, stretching Thighs/quadriceps, hamstrings, calves, pectoral, biceps, triceps	Preparation, circulation, oxygen, carbon dioxide, control, Warm up, cool down, heart rate, blood flow, stretching Thighs/quadriceps, hamstrings, calves, pectoral, biceps, triceps	



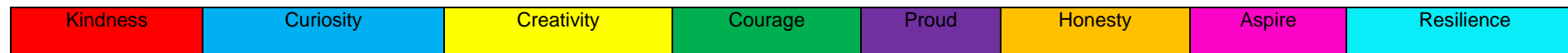


Personal Skills					
	<ul style="list-style-type: none"> • I can identify that playing extended games improves their stamina • I can compete fairly showing good sportsmanship individually and with others • I can develop competence and confidence • I can recognise when their body is warmer or cooler and when my heart beats faster and slower • I can get changed to and from PE kit independently in 3 minutes • I can be responsible for bringing in appropriate kit and making sure it is put back in my bag at the end of the lesson 	<ul style="list-style-type: none"> • I can work and compete individually and with others • I can develop competence • I can develop confidence • I understand how strength, stamina and speed can be improved by playing games • I can compete in small sided games fairly showing good sportsmanship • I can recognise that strength and suppleness are important parts of fitness • I can get changed to and from PE kit independently in 3 minutes 	<ul style="list-style-type: none"> • I can work and compete individually and with others • I am further developing my competence • I am further developing my confidence 	<ul style="list-style-type: none"> • I can work and compete individually and with others • I can develop competence • I can develop confidence • I can compete in small sided games fairly showing good sportsmanship • I can compete in a range of team events • Get changed to and from PE kit independently in 2 minutes 	





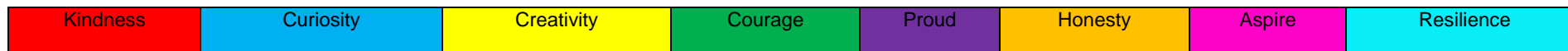
<p>Greater Depth</p>	<ul style="list-style-type: none"> I can describe and know the effects of different exercise activities on the body and how to improve stamina 	<ul style="list-style-type: none"> I can lead activities and teach to other children 	<ul style="list-style-type: none"> I can design and lead activities and teach to other children 	<ul style="list-style-type: none"> I know the importance and types of fitness and how playing games contributes to a healthy lifestyle 	
<p>Acquiring and Developing Skills</p>	<p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with coordination and control.</p> <p>I can show good awareness of space and the actions of others</p> <p>I can use simple rules fairly and extend them to devise their own games</p> <p>I can recognise good performances in themselves and others and use what they have learned improve their own work</p> <p>I can take part in relay activities remembering when to run and what to do</p>	<p>I can describe my own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved</p> <p>I can appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others</p> <p>I can work in co-operative groups to use different techniques, speeds and effort to meet challenges</p> <p>I can handle apparatus safely and recognise risks involved</p>	<ul style="list-style-type: none"> I can select and use the most appropriate skills, actions or ideas. I can make up my own game I know and can apply the basic strategic and tactical principles of a some games and adapt them to different situations I can show good awareness of space and the actions of others I appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others I can identify good performances and suggest ideas for practices that will improve their play I can work in co-operative groups to use different techniques, speeds and effort to meet challenges I can predict how different activities will affect 	<p>I can understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>I can with help, devise warm up and cool down activities and justify their choices</p> <p>I can appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others</p> <p>I can develop my ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology</p> <p>I can develop strategies for coaching skills and techniques in others</p>	<p>Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p>





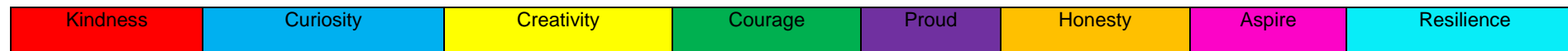
			<p>heart rate, temperature and performance</p> <ul style="list-style-type: none"> I can evaluate a performance and suggest improvements to speed, direction and level, applying some basic criteria small-sided game. <p>I can show good control in my movements.</p>		
--	--	--	--	--	--

Greater Depth	<p>I can throw a variety of objects, changing their action for accuracy and distance</p> <p>I can perform combinations of gymnastic actions using floor, mats and apparatus</p>	<p>I can choose and use a range of ball skills with a good degree of accuracy</p> <p>I can use a variety of techniques and tactics to attack, keep possession and score</p> <p>I can use a range of throwing and catching styles to beat an opponent</p> <p>I can use all members of a team effectively</p>	<p>I can develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control</p> <p>I can perform actions, shapes and balances with good body tension and extension</p>	<p>I can prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment</p> <p>I can combine and perform actions, shapes and balances with fluency in increasingly difficult combinations</p>	
Vocabulary	Co-ordination, control	Decision making, tactical Co-ordination, control	Decision making, tactical Co-ordination, control	Precision, fluency Decision making, tactical Co-ordination, control	





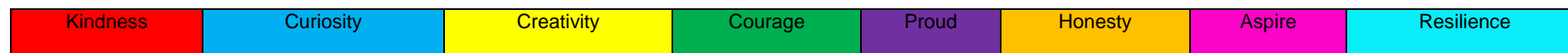
<p>Evaluating and Improving</p>	<ul style="list-style-type: none"> I can with help, recognise how performances could be improved. 	<ul style="list-style-type: none"> I can explain how my work is similar and different from that of others. I can use comparison to improve my work. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can modify use of skills or techniques to improve their work. I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating. 	<p>Pupils should be taught to compare their performances with previous ones to achieve their personal best.</p>
<p>Greater Depth</p>	<ul style="list-style-type: none"> I can use ideas they have learned in one task and apply them in another I can choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games I can explain how others can perform a movement or skill using age appropriate vocabulary 	<ul style="list-style-type: none"> I can relate different athletic activities to changes in heart rate, breathing and temperature I can choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding, team and net games I can develop calming techniques and self-regulate emotions I can coach peers with assistance from resources Suggest suitable ways to increase the challenge in a task 	<p>I can with help, devise warm up and cool down activities and justify their choices</p> <ul style="list-style-type: none"> I know and apply the strategic and tactical principles of various games and adapt them to different situations I can develop strategies for coaching skills and techniques in others 	<ul style="list-style-type: none"> I can organise and judge events and challenges well I know and apply strategic and tactical principles of a various games and adapt them to different situations I can apply coaching skills across various games/situations 	
<p>Vocabulary</p>	<p>Feedback, improvements</p>	<p>Similarities, differences, compare Feedback, improvements</p>	<p>From ____'s performance, I can see... Similarities, differences, compare</p>	<p>Technique Success criteria</p>	





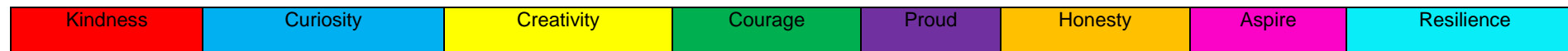
			Feedback, improvements	From _____'s performance, I can see... Similarities, differences, compare Feedback, improvements	
Dance	<ul style="list-style-type: none"> I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. <ul style="list-style-type: none"> I can repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> I can use dance to communicate an idea. I can take the lead when working with a partner or group. <ul style="list-style-type: none"> I can make sure my dance moves are clear and fluent. 	<ul style="list-style-type: none"> I can work on My movements and refine them. I can compose my own dances in a creative and imaginative way. <ul style="list-style-type: none"> I can control my movements. 	<ul style="list-style-type: none"> I can perform to an accompaniment, expressively and sensitively. I can control my movements. I can show clarity, fluency, accuracy and I can develop imaginative dances in a specific style. I can choose my own music, style and dance consistency. 	Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment. Through dance, develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.

Vocabulary	Improvise, stimulus, phrases, repetitions	Lead, clear/clarity, fluent/fluency Improvise, stimulus, phrases, repetitions	Refined, composition, imagination Lead, clear/clarity, fluent/fluency Improvise, stimulus, phrases, repetitions	Accompaniment, accuracy, consistency Imaginative, style Refined, composition, imagination Lead, clear/clarity, fluent/fluency Improvise, stimulus, phrases, repetitions	
-------------------	---	--	---	---	--



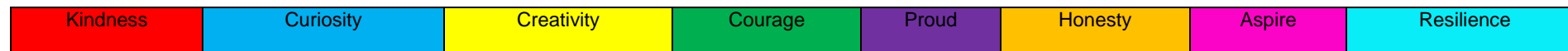


<p>Games</p>	<ul style="list-style-type: none"> I can throw and catch with control when under limited pressure. I know and can use rules fairly to keep games going. <ul style="list-style-type: none"> I can keep possession with some success when using equipment that is not used for throwing and catching skills. 	<ul style="list-style-type: none"> I am aware of space and use it to support team-mates and cause problems for the opposition. I can catch with one hand. I can throw and catch accurately. I can move to find a space when I am not in possession during a game. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>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.</p>
<p>Vocabulary</p>	<p>Teamwork, pressure, possession</p>	<p>Space, opposition, targets Teamwork, pressure, possession</p>	<p>Tactical awareness, attack, defence Space, opposition, targets Teamwork, pressure, possession</p>	<p>Forehand, backhand, predicting Use terminology from specific sports to explain Tactical awareness, attack, defence Space, opposition, targets Teamwork, pressure, possession rules, positive talk</p>	





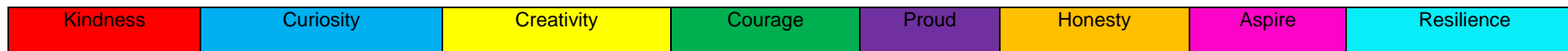
<p>Gymnastics</p>	<ul style="list-style-type: none"> I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can adapt sequences to suit different types of apparatus and their partner's ability. 	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> I can include change of speed. I can include change of direction. I can include a range of shapes. <ul style="list-style-type: none"> I can follow a set of 'rules' to produce a sequence. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent. 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 combine my own work with that of others. I can link my sequences to specific timings. 	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>
<p>Vocabulary</p>	<p>Strength, supple, compare, contrast</p>	<p>Control, repetitions Strength, supple, compare, contrast</p>	<p>Control, repetitions Strength, supple, compare, contrast</p>	<p>Consistency, accuracy Control, repetitions Strength, supple, compare, contrast</p>	





<p>Athletics</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can link running and jumping activities with some fluency, control and consistency. I can throw a variety of objects, changing their action for accuracy and distance. I can run over a long distance. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can control take off and landing in a jump. I can throw with accuracy. I can follow specific rules. I can demonstrate stamina. I can use their skills in different situations. 	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>
-------------------------	--	--	---	--	--

<p>Vocabulary</p>	<p>Sprint, jog, walk, relay, baton</p>	<p>Angle of release, push, stamina Sprint, jog, walk, relay, baton</p>	<p>Take off, take off foot Angle of release, push, stamina Sprint, jog, walk, relay, baton</p>	<p>Take off, take off foot Angle of release, push, stamina Sprint, jog, walk, relay, baton</p>	
--------------------------	--	--	--	--	--





<p>Outdoor/ Adventure</p>	<ul style="list-style-type: none"> I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route safely. 	<ul style="list-style-type: none"> I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit. 	<ul style="list-style-type: none"> I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit. 	<ul style="list-style-type: none"> I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if they get new information. I can plan a route and series of clues for someone else. <ul style="list-style-type: none"> I can plan with others taking account of safety and danger. 	<p>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.</p>
<p>Vocabulary</p>	<p>Key, clue, scale, route</p>	<p>Key, clue, scale, route</p>	<p>Key, clue, scale, route</p>	<p>Key, clue, scale, route</p>	

Planning Should include:

At least one statement from each Blue box in your year group

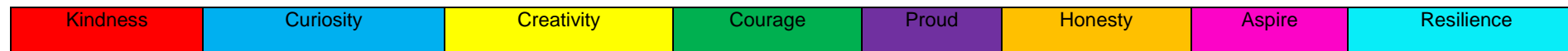
At least one statement from the PE unit being taught

Vocabulary should be shared with children throughout.

End of KS 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.

Links to other subjects:



Crow Orchard Primary School



History/Geography – traditional/national dances from different countries/time periods

Maths – counting heart rate, working out beats per minute, drawing graphs of heart rate during/after exercise English – instructional writing of rules for games, explanation texts for effects of exercise on heart etc

