Physical Education Skills Progression				
	KS2			
Curriculum	Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performance with previous ones and demonstrate improvement to achieve their personal best • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of stroke effectively (for example front crawl, backstroke and breaststroke) • Perform safe self-rescue in different water-based situations.			
Coverage	**A Year 3 Sports Person can:**	**A Year 4 Sports Person can:**	**A Year 5 Sports Person can:**	**A Year 6 Sports Person can:**
Invasion Games (Football, hockey, netball, rugby, basketball)	Maintain possession using basic passing and receiving skills. Begin attacking and defending individually. Understand simple rules and space.	Pass and move with increasing accuracy. Use width and support. Apply attacking and defending principles in small-sided games.	Select appropriate passes and tactics. Create and deny space effectively. Understand positions and team roles.	Adapt tactics according to opponents. Lead and organise teams. Evaluate and improve team performance.
Net/wall games (Tennis)	Send and receive consistently. Track balls and recover position. Understand basic scoring.	Use forehand and backhand techniques. Sustain rallies. Begin tactical placement.	Use a range of shots to outwit opponents. Apply tactics and officiate games.	Adapt shot choice and tactics during play. Analyse strengths and weaknesses of opponents
Striking and Fielding (Cricket, rounders)	Strike stationary or slow-moving balls. Throw and catch with increasing consistency. Understand basic fielding positions.	Develop batting, bowling and fielding techniques. Work collaboratively within simple team strategies.	Select fielding positions and batting tactics. Apply rules independently.	Adapt tactics according to game situations. Demonstrate leadership and officiating skills.

Dance	Copy and perform movement patterns. Respond to simple stimuli. Improvise freely, translating ideas from a stimulus into movement. Share and create phrases with a partner and in small groups.	Develop timing, coordination and expression. Create short motifs collaboratively. Work on movements and refine them. Compose own dances in a creative and imaginative way.	Use a range of choreographic devices. Perform with control and confidence. Dance shows clarity, fluency, accuracy and consistency.	Choreograph and refine sequences independently. Demonstrate performance quality and evaluate work.
Gymnastics	Create and perform basic balances, rolls and sequences. Use apparatus safely. Can improve the quality of their actions, body shapes and balances.	Link movements with control and fluency. Introduce symmetry, asymmetry and partner work.	Perform complex sequences with precision. Demonstrate strength and flexibility.	Create extended, polished routines showing creativity, control and evaluation.
Athletics	Develop fundamental running, jumping and throwing techniques. Can run at different speeds, changing speed and direction. Can make up and repeat a short sequence of linked jumps.	Improve speed, control and coordination. Select appropriate techniques for events.	Apply effective pacing and event-specific techniques. Measure and evaluate performance accurately.	Refine techniques for maximum efficiency and performance. Set targets and analyse improvements.
Outdoor and Adventurous Activities	Follow instructions and solve simple challenges collaboratively. Use clues to follow a route. Follow a route safely.	Plan and test solutions. Communicate effectively in teams.	Adapt strategies and show resilience when solving challenges. Develop and refine orienteering and problem-solving skills when working in groups and on their own.	Lead groups, evaluate approaches and select effective problem-solving strategies. Decide what approach to use to meet challenges set.
Swimming		(Y4) Swim 25m using a range of strokes. Consolidate stroke technique and endurance. Develop water confidence and safety awareness. Performs safe self-rescue in different water-based situations	(Y5/6 catch-up and development) Use efficient strokes, self-rescue skills and personal survival techniques. Demonstrate competence in all National Curriculum swimming expectations.	(Y5/6 catch-up and development) Use efficient strokes, self-rescue skills and personal survival techniques. Demonstrate competence in all National Curriculum swimming expectations.
Fitness	Recognise and describe the effects of exercise on the body.	Understand components of fitness. Sustain activity for longer periods.	Apply knowledge of fitness to improve performance. Monitor effort using simple measures.	Plan personal improvement goals. Understand links between fitness, health and performance.

	Develop agility, balance and coordination.	Can explain the importance of exercise and a healthy lifestyle.		
Conceptual understanding	Follow basic rules. Recognise simple attacking and defending ideas. Identify what went well. How exercise is important. Take turns and cooperate.	Explain key rules. Apply simple tactics. Suggest improvements. Understand different fitness components. Support team organisation.	Officiate simple games. Select tactics for success. Evaluate own and others' performance using criteria. Explain how fitness affects performance. Lead warm-ups and small groups.	Adapt and apply rules independently. Evaluate and adapt tactics during play. Analyse performance and propose detailed improvements. Plan personal fitness improvements. Take leadership and officiating roles confidently.