

## Up & Under Sports Skills Progression

### Key Stage 2

### Subject Area: Physical Education



#### National Curriculum Objectives

- Pupils should continue to apply 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 improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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 performances with previous ones and demonstrate improvement to achieve their personal best.

	Year 3	Year 4	Year 5	Year 6
Health & Fitness	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthy.</p>
Dance	<p>Begin to improvise with a partner to create a simple dance pattern.</p> <p>Explore dance movements and create patterns of movement.</p> <p>Develop a range of dance movements and improve timing.</p> <p>Work co-operatively with a group to create a story through dance.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform with some awareness of rhythm and confidence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Create an individual or partnered dance that reflects the chosen dancing style.</p> <p>Perform dance using a range of movement patterns with fluency and expression.</p> <p>Evaluate own and others' work.</p>	<p>Compose dance patterns and actions of the chosen dance style.</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Dance with fluency and control, linking all movements.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Evaluate own and others' work using dance specific vocabulary.</p>	<p>Compose dance patterns and actions that represent a chosen dance style.</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Analyse own and others' performance.</p>

<b>Games</b>	<p><b>Striking and hitting</b> Demonstrate successful hitting and striking skills. Use the correct batting technique within a game. Strike the ball for distance.</p> <p><b>Throwing and catching</b> Throw and catch with greater control and accuracy. Use the correct technique for catching a ball within a game. Perform a range of catching and gathering skills with control. Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p><b>Travelling</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p><b>Passing</b> Pass the ball in two different ways in a game situation with some success.</p> <p><b>Possession</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Using space</b> Find a useful space and get into it to support teammates.</p> <p><b>Attacking and defending</b> Use simple attacking and defending skills in a game.</p>	<p><b>Striking and hitting</b> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p> <p><b>Throwing and catching</b> Catch with increasing control and accuracy. Develop different ways of throwing and catching. Develop a safe and effective overarm bowl.</p> <p><b>Travelling</b> Move with the ball using a range of techniques showing control and fluency.</p> <p><b>Passing</b> Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p><b>Possession</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p><b>Using space</b> Make the best use of space to pass and receive the ball.</p>	<p><b>Striking and hitting</b> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.</p> <p><b>Throwing and catching</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Travelling</b> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p> <p><b>Passing</b> Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p><b>Possession</b> Keep and win back possession of the ball effectively in a team game.</p> <p><b>Using space</b> Demonstrate an increasing awareness of space.</p> <p><b>Attacking and defending</b> Choose the best tactics for attacking and defending.</p>	<p><b>Striking and hitting</b> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p> <p><b>Throwing and catching</b> Throw and catch accurately and successfully under pressure in a game.</p> <p><b>Travelling</b> Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p><b>Passing</b> Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p><b>Possession</b> Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p><b>Using space</b> Demonstrate a good awareness of space.</p> <p><b>Attacking and defending</b> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding</p>
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	<p>Use fielding skills to stop a ball from travelling past them.</p> <p><b>Tactics and rules</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Competition</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Compete against self and others in a controlled manner.</p>	<p><b>Attacking and defending</b> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Tactics and rules</b> Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><b>Competition</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>	<p>Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p> <p><b>Tactics and rules</b> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p> <p><b>Competition</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>strategies to prevent the opposition from scoring.</p> <p><b>Tactics and rules</b> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p><b>Competition</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p>
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Athletics	<p><b>Running</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p> <p><b>Jumping</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p><b>Throwing</b> Perform a push throw. Throw with greater control and accuracy. Show increasing control in their overarm throw. Continue to develop techniques to throw for increased distance.</p>	<p><b>Running</b> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Accelerate to pass other competitors. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><b>Jumping</b> Learn how to land effectively when performing a standing long jump. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><b>Throwing</b> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>	<p><b>Running</b> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p> <p><b>Jumping</b> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p><b>Running</b> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p><b>Jumping</b> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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<b>Gymnastics</b>	<p>Begin to show flexibility in movements.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Explore jumping techniques and link them with other gymnastic actions.</p> <p>Begin to use equipment to vault.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Perform learnt skills and techniques with control and confidence.</p>	<p>Begin to move with clarity, fluency and expression.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>To explore counter balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Perform movements in unison, in pairs.</p>	<p>Perform jumps, shapes and balances fluently and with control.</p> <p>Move with clarity, fluency and expression.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Demonstrate the correct placement and alignment of their body parts to balance successfully.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>Improve strength, technique and flexibility throughout performances.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Combine equipment with movement to create sequences.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Perform movements in canon and in unison, in pairs.</p>	<p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping and vaulting.</p> <p>Show a change of pace and timing in their movements.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Perform sequences in canon and in unison, in groups.</p>
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Swimming	Swim 25-30M in water, unaided, co-ordination with arms and legs, use different strokes, describe how to move arms and legs together.	Swim 25-50M unaided. Swim for 30-45 secs using a variety of basic arm/leg actions on front/back.	Swim 50-100M, 45-90 secs using 3 different strokes. Swim on front and back with controlled breathing.
Outdoor Education	<p>Begin to use a map to complete an orienteering course.</p> <p>Oriente themselves with accuracy around a short trail.</p> <p>Start to recognise features of an orienteering course.</p> <p>Identify symbols used on a key.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Work as part of a team.</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p>	<p>Successfully use a map to complete an orienteering course.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Oriente themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Communicate clearly and effectively with others when under pressure.</p>	



<p style="text-align: center;"><b>Evaluate</b></p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Change parts of a performance as a result of self-evaluation. Use simple vocabulary when comparing and improving work.</p>	<p>Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Modify parts of a performance as a result of self and peer evaluation. Use more complex vocabulary to compare and improve work.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Modify elements of a performance as a result of self and peer evaluation. Use complex vocabulary to compare and improve work.</p>
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