

St. Bega's Catholic School Lower Key Stage 2 PE Progression

	YEAR 3	YEAR 4
GYMNASTICS	<ul style="list-style-type: none"> • Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance. • Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. • Describe how your body feels when exercising. 	<ul style="list-style-type: none"> • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others. • Recognise and explain a good performance.
DANCE	<ul style="list-style-type: none"> • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner. • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others. 	<ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. • Be able to describe your own dance, taking characters into account as well as Identifying what they need to practice improving their dance. • Understand the link between heart rate and breathing when exercising.

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ATHLETICS	<ul style="list-style-type: none">• Apply and develop a broad range of athletic skills in different ways.• Show control, coordination and consistency when running, throwing, and jumping.• Choose the appropriate running speed to meet the demand of the task.• Enjoy competing with others.• Recognise what they do well and what they find difficult, identifying what they need to practice to improve their performance.• Understand the pace judgement when running over an increased distance.• Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.	<ul style="list-style-type: none">• Combine basic jump actions to form a jump combination, using a controlled jumping technique.• Perform a throwing technique with control, coordination, and consistency.• Perform competitively with others.• Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.• Learn how to evaluate and recognise their own success.• Devise suitable warm-up activities for the upcoming activities.• Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise.

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INVASION GAMES	<ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Perform basic skills needed for games with control and accuracy. • Pass/send a ball with increasing accuracy and at different speeds. • Shoot/ score with some success. • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Develop control and technique both in movements and manipulation. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Pass and receive the ball with control. • Select passes that keep possession. • Move to support teammates once you have passed the ball and explain how to keep possession. • Know how to tag another player. (tag rugby) • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate. (tag rugby) 	<ul style="list-style-type: none"> • Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Explain simple tactics in game situations. • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. • Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. • Collaborate with others and use tactics to keep possession. • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team – running in a line. (tag rugby) • To work as part of a team when defending, keeping in a line, and spreading out. (tag rugby) • Successfully score. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility.
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INVASION GAMES (Striking and Fielding)	<ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances. • Catch a ball with increasing consistency. • Hit a ball with correct technique. • Intercept and stop the ball consistently. • Employ simple tactics, particularly when fielding to make it harder for the batter. • Work well as part of a team, particularly when fielding to make it harder for the batter. 	<ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. • Hit a ball with increasing control, accurately towards a target. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.
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NET AND WALL GAMES	<ul style="list-style-type: none"> • Participate in rallies with others. • Can hit the ball/shuttle, when in the air, varying height, speed and direction into space and to a partner. • Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. • Perform a basic forehand action. • Send a ball using a variety of techniques. • Take up space/ positions that make it difficult for opponents. • Keep a rally going. • Choose the appropriate technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Intercept the ball consistently. 	<ul style="list-style-type: none"> • Use different skills to try and win games. • Work together to keep a rally going, returning the ball to a partner. • Can move around the court with purpose. • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. • Perform a basic forehand action with control and accuracy. • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. • Apply basic principles suitable for attacking and defending. • Choose the appropriate hitting technique to meet the demands of the task. • Adopt a good 'ready position' to move and hit a ball.
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OUTDOOR AND AVENTUROUS	<ul style="list-style-type: none"> • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. • Participate in competitive orienteering events, following instructions of the game • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved. 	<ul style="list-style-type: none"> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination. • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance
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SWIMMING

•All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

1d: Swim competently, confidently, and proficiently over a distance of at least 25 metres.

1e: Use a range of strokes effectively.

1f: Perform safe self-rescue in different water-based situations.