**Kempshott Junior School Progression Ladder for Physical Education**

**Key Stage 2**

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| **Physical Education Progression** | Swimming | Control and Balance | Competitive games | Movement patterns | Etiquette  |
| **Year 3** | N/A | Can bounce a ball on the spot with consistencyCan perform a basic log, egg, shoulder roll. | Participate in team gamesDevelop simple tactics for attacking and defendingStart to find spaces when attacking Succeed and excel (in competitive sport) and other physically demanding activities.  | Create and perform a short sequence linking basic actions with a clear beginning, middle and end.Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.  | Can develop communication skills when working in a teamCan understand the concept of winning and losing For invasion games- can call for the ball using names |
| **Year 4** | N/A | Can bounce a ball on the spot with consistencyCan perform a basic log, egg, shoulder and forward roll.Responds imaginatively and with control and coordination Uses different body partsCan vary dynamics, speed, direction and level of their movements | Participate in team gamesDevelop simple tactics for attacking and defendingCan find spaces consistently when attackingCan limit space of others when defending Play competitive games, modified where appropriate.Succeed and excel (in competitive sport) and other physically demanding activities.Compete in a range of increasingly challenging situations | Create and perform a short sequence linking basic actions with a clear beginning, middle and end.Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.Plan and perform a movement sequence showing contrasts in speed/level and direction,Apply basic compositional ideas to create dance phrases with a partner and in a small group. | Can use communication skills when working as a team to suggest solutionsCan implement the concept of winning and losing with appropriate control For invasion games- can call for the ball using names when appropriate (eg. Not when marked) |
| **Year 5**  | Can swim competently, confidently and proficiently over a distance of at least 25 metres Can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Can perform safe self-rescue in different water-based situations. | Can bounce a ball on the spot with consistencyResponds imaginatively and with control and coordination Uses different body partsCan vary dynamics, speed, direction and level of their movementsCan travel whilst bouncing a ball, showing controlPerform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.  | Participate in team gamesPlay competitive games, modified where appropriate through team and individual gamesDevelop more complex tactics for attacking and defendingApply consistently principles suitable for attacking and defending eg. sticking to position Succeed and excel (in competitive sport) and other physically demanding activities.Compete in a range of increasingly challenging situations | Create and perform a short sequence linking basic actions, with a clear beginning, middle and end.Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment.Plan and perform a movement sequence showing contrasts in speed,level and direction.Apply basic compositional ideas to create dance phrases with a partner and in a small group.Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance. Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. | Can use ‘I’ and ‘we’ statements when communicating as a team to suggest solutionsCan implement the concept of winning and losing with appropriate control Can understand the value of winning and losing and how both can aid progressionFor invasion games- can direct others for the ball using names other than their own when appropriate (eg. Not when marked) |
| **Year 6** | N/A | Can bounce a ball on the spot with consistencyResponds imaginatively and with control and coordination Uses different body partsCan travel whilst bouncing a ball, showing controlImprovise freely, individually and with a partner, can translate ideas from a stimulus into movement. Using either hand can dribble showing changes of speed and direction.Perform a range of rolls consistently including a backward roll. Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency. Can incorporate different dynamics and develop new actions with a partner and in a group.  | Participate in team gamesPlay competitive games, modified where appropriate through team and individual gamesUse a range of tactics and strategies to overcome opponents in direct competitionApply more complex principles suitable for attacking and defending including switching positions/rolesSucceed and excel (in competitive sport) and other physically demanding activities.Compete in a range of increasingly challenging situationsDevelop an understanding of how to improve in different physical activities and sports.   | Create and perform a short sequence linking basic actions with a clear beginning, middle and end.Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.Plan and perform a movement sequence showing contrasts in speed/level and direction,Apply basic compositional ideas to create dance phrases with a partner and in a small group.Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.Compare,develop and adapt movement motifs to create longer dances.From observations of others can you describe constructively how to refine, improve and modify performance?Refine own performance in response to others and self-analysis. | Can use ‘I’ and ‘we’ statements when communicating as a team to suggest solutionsCan implement the concept of winning and losing with appropriate control Can understand the value of winning and losing and how both can aid progressionFor invasion games- can direct others for the ball using names as well as directions, other than their own when appropriate (eg. Not when marked) |