

# Progression of skills KS2

## Football

Year 3	Year 4	Year 5	Year 6
<p>To start dribbling using little touches and passing a ball to players on your team.</p> <p>To be able to keep control of the ball.</p> <p>To identify space and begin to move into it.</p> <p>To be able to defend and know what marking is</p> <p>To know what parts of the foot can be used for these skills.</p>	<p>To dribble using little touches into space. To pass a ball using different parts of the foot.</p> <p>To be able to control the ball when receiving a variety of passes.</p> <p>To know where space is and move into it.</p> <p>To begin to understand how moving into space can help the team and where a “good” space may be.</p> <p>To defend by marking players and attempting interceptions.</p>	<p>To dribble at speed using little touches into space.</p> <p>To pass a ball accurately to a team mate using different parts of the foot.</p> <p>To be able to control the ball with varying parts of the body when receiving a variety of passes.</p> <p>To understand what and where space is and how to use it effectively.</p> <p>To understand how drawing a defender can create space.</p> <p>To move away from a defender into space and receive a pass.</p>	<p>To dribble at speed beating defenders by using little touches into space.</p> <p>To decide in game situations where &amp; which type and direction of pass is best to use.</p> <p>To decide and demonstrate how best to control a ball when a defender is nearby.</p> <p>To understand how space changes and can be changed in a game by movement.</p> <p>To create space by moving a defender.</p> <p>To know where your body can be to defend and perform interceptions while in game.</p>

# Netball

Year 3	Year 4	Year 5	Year 6
<p>To pass the ball towards a scoring area in a team</p> <p>To perform a chest and shoulder pass.</p> <p>To have hands out ready showing where you'd like to receive the pass.</p> <p>To be able to identify if others are doing these effectively.</p> <p>Children should take part and contribute in mini team games; attacking, defending and using some tactics.</p>	<p>To perform a chest and shoulder pass to set up a goal for your team.</p> <p>To decide and demonstrate when the best time to use these passes are.</p> <p>To start demonstrating a bounce pass, with only 1 bounce.</p> <p>To see, move into space and then present a clear target with hands to receive pass.</p> <p>To be able to explain some of these coaching points to others.</p> <p>To demonstrate marking and to start attempting interceptions in defence.</p> <p>To know the positions and where they can/cannot go on court.</p>	<p>To demonstrate the chest, shoulder &amp; bounce passes correctly.</p> <p>To move the ball at different speeds in a game.</p> <p>To start to understand how using square (across the court) &amp; straight (up &amp; down the court) passes can change the pace of attack.</p> <p>To move away from a defender into space and receive a ball</p> <p>To defend and perform interception while in game.</p> <p>To be able to analyse individuals' skills and comment on the effectiveness of this.</p>	<p>To decide in game situations which type and direction of pass is best to use.</p> <p>To use both square and straight passes to change the direction of the ball.</p> <p>To change direction away from defender on pivot foot when receiving a ball.</p> <p>To create space by moving a defender.</p> <p>To place your body in the right area to defend and make interceptions.</p> <p>To be able to talk about how well the team is doing and comment on how they can improve.</p>

# Tag Rugby

Year 3	Year 4	Year 5	Year 6
<p>To hold a rugby ball and move, trying to hold it in two hands.</p> <p>To know where and how to score a try.</p> <p>To catch the ball with two hands.</p> <p>To move into space away from defenders</p> <p>To pass the ball backwards to a team mate, using two hands.</p> <p>To know that to defend, you need to tag the players.</p>	<p>To run and move with different speeds, both with and without the ball.</p> <p>To change speeds and directions to avoid defenders.</p> <p>To catch the ball with two hands out in front of body.</p> <p>To run straight with the ball as much as possible.</p> <p>To pass the ball back at different angles, occasionally while moving.</p> <p>To tag the player with the ball and sometimes mark players without the ball.</p> <p>To start using a high pop pass around/over defenders.</p>	<p>To be able to both avoid defenders and tag attackers.</p> <p>To be able to pass and catch whilst on the move in a game.</p> <p>To be able to demonstrate more complex attacking and defending skills.</p> <p>To start to develop tactics in a team</p> <p>To run straight but identifying the space to run into.</p> <p>To apply and perform learned skills in a game of Tag rugby</p>	<p>To be able to both avoid defenders and tag attackers on the move.</p> <p>To be able to run and change direction at speed.</p> <p>To understand and perform both attack and defence skills.</p> <p>To perform effectively in a team within a game.</p> <p>To be able to score a try in a game.</p> <p>To be able to support a team mate with the ball and communicate to them.</p>

# Hockey

Year 3	Year 4	Year 5	Year 6
<p>To be able to hold a hockey stick correctly, and show which side to use.</p> <p>To be able to push pass to a team-mate.</p> <p>To control the ball when receiving a pass.</p> <p>To dribble the ball close to body, with control, using one side of the stick.</p> <p>To sometimes go towards an opposition player in preparation to tackle.</p> <p>To know and demonstrate how to try and score a goal.</p>	<p>To change direction while dribbling and turn the stick appropriately to help this.</p> <p>To pass to a team mate using a push pass.</p> <p>To start using a slap pass (slightly harder pass).</p> <p>To dribble into space with control, using some speed.</p> <p>To start understanding how to defend and pressure the opposite team until you get the ball back.</p> <p>To know where space is and move into it.</p> <p>To begin to understand how moving into space can help the team and where a "good" space may be.</p> <p>To try and score when in the designated shooting circle/area.</p>	<p>To change direction and avoid defenders while dribbling using the correct side of the stick, while alternating/twisting sides of the stick.</p> <p>To choose which pass is best to use in a situation and explain why.</p> <p>To pass while dribbling.</p> <p>To understand what and where space is and how to use it effectively.</p> <p>To understand how drawing a defender can create space.</p> <p>To move away from a defender into space and receive a pass.</p> <p>To use your stick to mark a player and put them under pressure.</p> <p>To score when in the designated shooting circle/area.</p>	<p>To change direction and avoid defenders while dribbling, using the correct side of the stick, while alternating/twisting sides of the stick and going towards goal.</p> <p>To use a range of passes and choose which one dependent on the distance.</p> <p>To dribble and change direction using square and straight passes</p> <p>To know when you need to defend and what defensive skills to use.</p> <p>To understand how space changes and can be changed in a game by movement.</p> <p>To create space by moving a defender.</p> <p>To see and opportunity to score and quickly score, sometimes on the counter-attack.</p>

# Cricket

Year 3	Year 4	Year 5	Year 6
<p>To be able to throw and catch in a game.</p> <p>To be able to stop the ball while fielding.</p> <p>To know that fielders should stand in their own space.</p> <p>To be able to bat and strike the ball with control.</p> <p>To know what the wicket keepers role is.</p> <p>To play in a tournament as a team and use tactics to help them to win.</p>	<p>To develop batting, bowling and fielding skills that can be used in a game.</p> <p>To aim and effectively throw overarm at a larger target area.</p> <p>To field as a team and know when the ball is yours to field or a team mates.</p> <p>To be able to decide what tactics can and should be used in a game.</p> <p>To be able to perform existing skills consistently.</p>	<p>To use a combination of skills while batting and bowling.</p> <p>To aim and effectively throw overarm to a bowler/team mate.</p> <p>To be able to decide, adapt and use tactics as a team in a game.</p> <p>To field as an effective team member and identify where is best to field.</p> <p>To be able to explain how fitness can be used and apply to cricket.</p>	<p>To be able to understand and use multiple cricket specific rules in games.</p> <p>To bowl over arm from a standing start with relative success.</p> <p>To be able to try cricket specific shots both in practise and in game.</p> <p>To play these shots into identified space in the field.</p> <p>To be able to field in a space that has been identified by the team as effective.</p>

# Rounders

Year 3	Year 4	Year 5	Year 6
<p>To be able to play some basic rounder's mini-games.</p> <p>To be able to throw and catch in a game.</p> <p>To be able to stop the ball while fielding.</p> <p>To know that fielders should stand in their own space</p> <p>To be able to bat with control.</p> <p>To be able to play with some rules.</p> <p>To develop and perform simple rounder's skills in batting, bowling &amp; fielding.</p>	<p>To be able to throw and catch in game situations.</p> <p>To learn the role of a backstop.</p> <p>To aim and effectively throw overarm at a larger target area.</p> <p>To field as a team and know when the ball is yours to field or a team mates.</p> <p>To develop and perform more complex rounder's skills in a game.</p> <p>To be able to decide what tactics can and should be used in rounder's.</p> <p>To know the positions and their roles in rounder's games.</p>	<p>To use a combination of skills while batting, fielding and bowling.</p> <p>To be able to decide, adapt and use tactics as a team in a tournament.</p> <p>To be able to explain how fitness can be used and apply to rounder's.</p> <p>To aim and effectively throw overarm to a bowler/team mate.</p> <p>To field as an effective team member and identify where is best to field.</p> <p>To be able to stop the ball using fielding skills</p> <p>To play in a team where you use, adapt and discuss tactics</p>	<p>To be able to bat with control.</p> <p>To aim to bat the ball into identified space in the field.</p> <p>To be able to field in a space that has been identified by the team as effective.</p> <p>To be able to understand and use multiple rounder's specific rules in games.</p> <p>To demonstrate how a range of tactics can be used while batting, bowling and fielding.</p> <p>To be able to play rounders using a regular pitch layout.</p>

# Tennis

Year 3	Year 4	Year 5	Year 6
<p>To be able to gently hit ball off racket in any direction.</p> <p>To hold the racket in one hand correctly</p> <p>To be able to strike ball to partner, along floor or in air.</p> <p>To be able to stand in the ready position and then change body ready to hit when receiving the ball.</p> <p>To start understanding that there is a forehand and backhand.</p> <p>To start serving a tennis ball underarm, by bouncing it first.</p>	<p>To be able to strike ball to partner, along floor or upwards in air in a small space.</p> <p>To start striking the ball over a net.</p> <p>To be able to stand in the ready position and then change body ready to hit in forehand or backhand when receiving the ball.</p> <p>To start trying to strike the ball in forehand and backhand.</p> <p>To show that a backhand is easier using two hands.</p> <p>To be able to move racket from low to high when striking.</p> <p>To serve ball underarm without ball bouncing.</p>	<p>To strike the ball in forehand or backhand.</p> <p>To be able to stand in the ready position and then move to ball ready to hit in forehand or backhand, whichever is appropriate.</p> <p>To have the racket ready to strike while moving.</p> <p>To be able to demonstrate a controlled technique when striking over a net.</p> <p>To be able to serve the ball correctly "in" and into a space.</p>	<p>To be able to get into a forehand or backhand position while on the run.</p> <p>To be able to demonstrate moving to, hitting the ball and then recovering into a ready position.</p> <p>To be able to demonstrate a backhand grip technique.</p> <p>To be able to control the racket and its swing in a smooth trajectory.</p> <p>To serve the ball accurately, making the opponent move to return it.</p>

# Dance

Year 3	Year 4	Year 5	Year 6
<p>To use different levels and direction/planes of dance consistently.</p> <p>To dance in a group or pair, either mirroring or performing at the same time.</p> <p>To dance appropriately to the music, using movement/dances, according to the time and rhythm of the music.</p> <p>To combine segments of dance together and make a sequence.</p> <p>To dance whilst expressing emotions relating to the music playing.</p> <p>To perform a dance of their own involving some or all of these disciplines</p>	<p>To use different levels and direction/planes of dance consistently.</p> <p>To dance using imagination and creativity when presented with music or a story/character/task.</p> <p>To dance appropriately to the music, using movement/dances, according to the time and rhythm of the music.</p> <p>To perform dances that are clearly thought-out in relation to a task, that are smooth with no clear and obvious beginning and end.</p> <p>To perform a dance of their own involving some or all of these disciplines in a group.</p>	<p>To demonstrate smooth and controlled dances to differing music and tasks.</p> <p>To Dance with a high level of control and co-ordination in a group</p> <p>To perform smooth dance that incorporate different styles, backgrounds, traditions and ages of dance.</p> <p>To reflect on, discuss and improve their own dances, on their own and in a group using different speeds, rhythm and space.</p> <p>To perform a dance of their own involving all of these disciplines in a group.</p>	<p>To Dance with a high level of control and co-ordination in a group.</p> <p>To perform smooth dance that incorporate different styles, backgrounds, traditions and ages of dance.</p> <p>To consistently make and perform a variety of dances in multiple styles.</p> <p>To create dances using movement, emotions, speed etc. that are appropriate to the music.</p> <p>To critically evaluate partners and groups using language that is specific to the task/dance skill be learnt.</p> <p>To perform a dance of their own involving all of these disciplines in a group.</p>



# Gymnastics

Year 3	Year 4	Year 5	Year 6
<p>To identify and create their own balances, jumps, rolls in response to a task.</p> <p>To travel using their whole body in a variety of ways including leaping, spinning &amp; skipping.</p> <p>To travel while using hand equipment such as ribbons, hoops, ropes and balls.</p> <p>To perform a sequence, including different parts, with great control (Balance, jump, roll, travel)</p> <p>To know what makes/demonstrate what makes a good balance and show this on floor/apparatus.</p>	<p>To observe, share, help and positively critique others' skills and sequences.</p> <p>To create a sequence using mirroring or matching a partner and explain how they can improve upon it.</p> <p>To perform a sequence as a pair/group, including different parts, with great control (Balance, jump, roll, travel)</p> <p>To perform a minimum of 3 different rolls with control. (Pencil, Egg, Forward, Dish etc..)</p> <p>To link a roll with a travel and balance using good body control on floor/apparatus.</p>	<p>To combine their own sequences with others, observing different strengths and weaknesses.</p> <p>To demonstrate sequences; with different speeds, movements and balances.</p> <p>To create a sequence that follows a set task, possibly set by other children.</p> <p>To create sequences as a group/pair that either mirror or match using a range of jumps, rolls, travels and balances.</p> <p>To perform a sequence of multiple gymnastic skills at a variety of levels and directions while demonstrating controlled movement.</p>	<p>Identify and create suitable sequences to perform to different audiences, bearing in mind who the audience are and to be able to do this on the floor or apparatus, whichever is available.</p> <p>Can perform a floor sequence, either on their own or pair/group with at least 6 parts.</p> <p>Can perform 3 pair balances during a sequence involving other gymnastic skills</p> <p>To create and critique/compare sequences with other groups.</p> <p>To perform a sequence of multiple gymnastic skills at a variety of levels and directions while demonstrating controlled movement.</p>

# Athletics

Year 3	Year 4	Year 5	Year 6
<p>To demonstrate a good running technique at different speeds and directions</p> <p>To be able to improve their throwing and jumping techniques</p> <p>To be introduced to how relay and the passing of the baton works.</p> <p>To understand different running techniques and when used.</p> <p>To start to understand how health and fitness are related to exercise.</p> <p>To perform in a mini competition.</p>	<p>To be able to pace running for a certain distance.</p> <p>To develop and understand how to throw with power and accuracy, but safely.</p> <p>To perform a correct running technique in a competitive situation.</p> <p>To know different exercise that can be done to improve both health and fitness</p> <p>To try different footwork styles and patterns</p> <p>To understand the best technique for standing long jumping.</p> <p>To apply all their skills in a competition.</p>	<p>To perform a correct running technique while sprinting.</p> <p>To work on long distance running</p> <p>To perform a throw with accuracy and power.</p> <p>To understand the techniques in relay running.</p> <p>To perform a variety of exercises that can aid health and fitness</p> <p>To develop and improve distance of a pull throw.</p> <p>To demonstrate correct techniques in competitive situations.</p>	<p>To understand different techniques and running styles.</p> <p>To demonstrate throwing with power, accuracy, safety and understanding why this is important.</p> <p>To know of and perform different exercises for health and fitness.</p> <p>To perform the best technique in relay running with a baton.</p> <p>To perform the best technique for standing long jumping.</p> <p>To perform skills effectively in competitive situations.</p>

**Invasion game general:** How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be.

All PE general:

**In all years:** In all areas children will be taught about how to give and receive feedback to their peers. (E&I)

Take part in competitive competitions. X3 during the school year, and at least 1 other to be against another school for Y3, at least 2 others to be against another school for Y4/5, at least 3 others to be

against another school for Y6 (competitions: class, houses, base, against other schools)- against other schools is covered by the north somerset legacy program.

## Swimming

### Year 3/4

To develop confidence in the water and how to be safe in & around the pool.

To develop travelling in vertical or horizontal positions.

To develop push and glides, any kick action on front and back with or without support aids.

To develop entry and exit into water, travel further, float and submerge.

### End of KS expectations

Children can swim competently for at least 25m, using a variety of strokes, including front crawl, backstroke and butterfly effectively.

Children can perform safe self-rescue in different water-based situations.