

# KS2 Complete PE Progression Map

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## Invasion Games

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Handball</b>	<p>Introduce passing, receiving and creating space</p> <p>Develop passing and moving</p> <p>Combine passing and moving</p> <p>Introduce shooting</p> <p>Develop passing and shooting</p>			
<b>Tag Rugby</b>			<p>Develop passing, moving and creating space</p> <p>Apply learning to 3v3 mini games</p> <p>Develop defending in game situations</p> <p>Combine passing and moving to create an attack and score</p> <p>Refine passing and moving to create attacking opportunities</p> <p>Explore different passes to outwit defenders</p> <p>Refine defending as a team</p>	

			Create and apply defending tactics; develop officiating	
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## Striking & Fielding

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Rounders</b>	Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce stopping the ball Application of stopping the ball in a game	Develop fielding: Bowling with a backstop Introduce batting: How Develop batting: Where and why Introduce and apply basic fielding tactics	Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics: What players where? Applying tactics in mini games	Introduction to full rounders Consolidate fielding tactics Refine understanding of what happens if the batter misses or hits the ball backwards Batting considerations
<b>Cricket</b>	Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent	Develop understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different		

		angles and speeds		
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## Net/Wall Games

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Game sense</b>	<p>The focus of the learning is for pupils to understand how and why they must send a ball accurately towards a target/space.</p> <p>Pupils will apply an understanding of throwing accurately, showing that they know why they have to be accurate, in order to score points and win a game.</p>	<p>The focus of learning is to develop pupils' ability and understanding of how to create space to win a point when playing on a court with a net.</p> <p>Pupils will be introduced to how we can think one shot ahead to create space for winning shots.</p>	<p>The focus of the learning is for pupils to develop their ability to use both their hands in the game, understanding why this is important.</p> <p>Pupils will focus on their weaker hands before then utilising both hands and making decisions on when and why we use each hand in a game situation.</p>	<p>The focus of learning is to refine pupils' ability to think tactically in game, considering which shot to play.</p> <p>Pupils will refine their understanding of when, where and why they are selecting to play that shot to win a point.</p>
<b>Tennis</b>	<p>Introduction: Outwitting an opponent Creating space to win a point Consolidate how to win a game; introduce rackets Introduce the forehand</p>	<p>Developing the forehand Creating space to win a point using a racket Introduce the backhand Apply forehand and backhand in game situations</p>		

		Apply forehand and backhand to create space to win a point		
<b>Badminton</b>			Exploring different forehand/backhand shots Applying different forehand/backhand shots to win a point Consolidate outwitting an opponent Doubles: Understanding and applying tactics to win a point	Introduction to badminton: Outwitting an opponent Introduce the forehand and backhand Applying the forehand and backhand: Creating space to win a point Controlling the game from the serve

## Swimming

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Swimming</b>		As per NC requirements		

## Athletics

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<p>Explore running for speed</p> <p>Explore acceleration</p> <p>Introduce/develop relay: Running for speed in a team</p> <p>Throwing: Accuracy vs distance</p> <p>Standing Long Jump</p>	<p>Develop running at speed</p> <p>Exploring our stride pattern</p> <p>Exploring running at pace</p> <p>Understand and apply tactics when running for distance</p> <p>Javelin</p> <p>Standing Triple Jump</p>	<p>Finishing a race</p> <p>Evaluating our performance</p> <p>Sprinting: My personal best</p> <p>Relay changeovers</p> <p>Shot put</p> <p>Introducing the hurdles</p> <p>The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.</p>	<p>Running for speed competition</p> <p>Running for distance competition</p> <p>Throwing competition</p> <p>Jumping competition</p> <p>The focus of the learning is to bring together the suggested sequence of learning for running into a competition.</p>

## Health & Wellbeing

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Wellbeing (Mindfulness)</b>	Exploring relaxation techniques Applying relaxation techniques and using them effectively Performing balanced meditative poses Using props to help us balance in our meditative poses	Creating movements to help express ourselves and our emotions Using mime to manage positive and negative emotions Using meditative poses to help control and manage our emotions		
<b>Health Related Exercise</b>			Explore and understand cardio fitness Explore and understand flexibility fitness	Develop a secure understanding of cardio fitness Develop a secure understanding

			Explore and understand strength fitness	of flexibility fitness Develop a secure understanding of strength fitness
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### Outdoor & Adventurous Activities

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Tactics &amp; Communication</b>	Creating and applying simple tactics Developing leadership Develop communication as a team			
<b>Problem Solving</b>		Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge Caving challenges		
<b>Orienteering</b>	competition	Face orienteering Cone orienteering Point and return Timed course		

		Orienteering competition		
<b>Leadership</b>				Understanding what makes an effective leader Communicating as a leader Introducing the STEP principle: Space Exploring the STEP principle: Focusing on the task Continuing to explore STEP: Organising people Using equipment to adapt a task

## Dance

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Year 3 Themes</b>	Weather: Respond to extreme weather; develop thematic motif; extend sequences with a partner; develop sequences Cats: Responding to stimuli together; extend partner sequences; explore			

	contrasting relationships; interlinking moves			
<b>Year 4 Themes</b>		Space: The focus of the learning is to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance.		
<b>Year 5 Themes</b>			Greeks: Use compositional principles; extend partner sequences; improvise reactive movement  Street Art: Create 'Tags'; develop movements using concepts/relationships; combine Breakdance with Street Art	
<b>Year 6 Themes</b>				WWII: The focus of the learning is to explore the behaviours of children, men and women in 1939 (Pre World War II).

				Pupils will create movements that are creative and include character expression.
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## Gymnastics

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Symmetry &amp; Asymmetry</b>	Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation Sequence completion			
<b>Bridges</b>		Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion		
<b>Matching &amp; Mirroring</b>				Introduction to matching/mirroring

				Application of matching/mirroring learning onto apparatus Sequence development
<b>Counter Balance &amp; Counter Tension</b>			Introduction to Counter Balance Application of Counter Balance onto apparatus Sequence formation Counter Tension Sequence completion	
<b>Canon &amp; Unison</b>	Introduction to Unison Introduction to Canon Apply sequences in Unison and Canon on apparatus Combine Canon and Unison in groups			
<b>Creating sequences</b>				The focus of the learning is to challenge pupils' creativity as they use and apply their understanding of the different themes and concepts they have learnt through out KS2.  Pupils will work in groups to create sequences using different 'Challenge

				Cards' using both the floor and apparatus.
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### Alternative & Inclusive Games

Skill Area	Year 3	Year 4	Year 5	Year 6
<b>Game Sense (Invasion)</b>	Introduce passing and receiving Introduce passing and creating space Introduce scoring and the concept of shooting	Develop passing and creating space Combine passing, moving and shooting Introduce dribbling: Keeping control Introduce defending and the concept of marking	Consolidate dribbling and passing to maintain possession to create scoring opportunities Refine attacking skills Refine defensive skills: Transition from defence to attack	Consolidate attacking: Possession scenarios Consolidate defending: Defensive scenarios Application of 'powers' into game play to challenge tactical thinking
<b>Quidditch</b>			Introduce throwing with accuracy Develop passing and receiving Combine passing and moving to keep possession Introduce shooting Develop the role of the Beater (defender)	Refine the role of the Chaser Refine the role of the Beater Refine shooting Refine the role of the Keeper Introduce the Snitch and the Seekers Consolidate attacking

			Develop the role of the Chaser (attacker) Refine dodging Introduce the role of the Keeper	Consolidate defending Application of 'powers' into game play to challenge tactical thinking
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