



P.E. PROGRESSION MAP OF SKILLS AND KNOWLEDGE AT BISHOPS ITCHINGTON PRIMARY SCHOOL IN KEY STAGE TWO

Progression	Swimming	Control and Balance	Competitive games	Movement patterns
Year 3	<p>Swimming</p> <p>Put face in water and blow bubbles</p> <p>Fully submerge under water</p> <p>Be able to swim 10 metres across the pool without support.</p>	<p>Gymnastics</p> <p>Can bounce a ball on the spot with consistency</p> <p>Can perform a basic log, egg, shoulder and forward roll.</p>	<p>Team Games, Athletics</p> <p>Participate in team games</p> <p>Develop simple tactics for attacking and defending</p> <p>Succeed and excel (in competitive sport) and other physically demanding activities.</p> <p>Can run and compete in competitive events individually and as a team.</p>	<p>Gymnastics, Maypole</p> <p>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Participate in maypole traditional dances using skipping and body weaving skills.</p>
Year 4	<p>Swimming</p> <p>Put face in water and blow bubbles</p> <p>Fully submerge under water</p> <p>To swim 10 metres across the pool without support</p> <p>To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres.</p>	<p>Gymnastics</p> <p>Can bounce a ball on the spot with consistency</p> <p>Can perform a basic log, egg, shoulder and forward roll.</p> <p>Responds imaginatively and with control and coordination</p> <p>Uses different body parts</p> <p>Can vary dynamics, speed, direction and level of their movements</p>	<p>Team Games, Athletics</p> <p>Participate in team games</p> <p>Develop simple tactics for attacking and defending</p> <p>Play competitive games, modified where appropriate.</p> <p>Can run and compete in competitive events individually and as a team.</p>	<p>Gymnastics, Dance</p> <p>Create & perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p>
Year 5	<p>Swimming</p> <p>Be able to swim 20 metres across the pool without support</p> <p>To swim 10 metres front crawl and back stroke.</p> <p>To dive down below the water surface to pick up an item.</p>	<p>Basketball</p> <p>Can bounce a ball on the spot with consistency</p> <p>Responds imaginatively and with control and co-ordination</p> <p>Uses different body parts</p> <p>Can vary dynamics, speed, direction.</p> <p>Can travel whilst bouncing a ball, showing control</p> <p>Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p>	<p>Team Games, Athletics</p> <p>Participate in team games</p> <p>Play competitive games, modified where appropriate.</p> <p>Develop and apply simple tactics for attacking and defending.</p> <p>Participate in physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations.</p>	<p>Gymnastics, Dance</p> <p>Create & perform a short sequence linking basic actions, with a clear beginning, middle and end.</p> <p>Create an expressive dance.</p> <p>Plan and perform a movement sequence showing contrasts in speed, level and direction.</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions.</p> <p>Refine own performance in response to others and self-analysis (using i-pads).</p>

Progression	Swimming	Control and Balance	Competitive games	Movement patterns
Year 6	<p>Swimming</p> <p>To Be able to swim 25 metres any style, unsupported.</p> <p>To be able to swim in the deep end of the pool with confidence.</p>	<p>Basketball</p> <p>Can bounce a ball on the spot with consistency</p> <p>Responds imaginatively and with control and coordination</p> <p>Uses different body parts</p> <p>Can travel whilst bouncing a ball, showing control</p> <p>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</p> <p>Using either hand can dribble showing changes of speed and direction.</p> <p>Perform a range of rolls consistently including a backward roll.</p> <p>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</p> <p>Can incorporate different dynamics and develop new actions with a partner and in a group.</p>	<p>Team Games, Athletics</p> <p>Participate in team games</p> <p>Play competitive games, modified where appropriate through team and individual games</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Participate in physically demanding activities.</p> <p>Compete in a range of increasingly challenging situations</p> <p>Develop an understanding of how to improve in different physical activities and sports.</p>	<p>Gymnastics, Dance</p> <p>Create & perform a short sequence linking basic actions with a clear beginning, middle and end.</p> <p>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</p> <p>Plan and perform a movement sequence showing contrasts in speed/level and direction,</p> <p>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</p> <p>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Compare, develop and adapt movement motifs to create longer dances. From observations of others, describe constructively how to refine, improve and modify performance?</p> <p>Refine own performance in response to others and self-analysis (using i-pads).</p>