

# Athersley South Primary School Progression Ladder for Physical Education



## Key Stage 2

Physical Education Progression	Swimming	Control and Balance	Competitive games	Movement patterns
<b>Year 3</b>	N/A	<ul style="list-style-type: none"> <li>Can bounce a ball on the spot with consistency</li> <li>Can perform a basic log, egg, shoulder and forward roll.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games</li> <li>Develop simple tactics for attacking and defending</li> <li>Succeed and excel (in competitive sport) and other physically demanding activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</li> <li>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Put face in water and blow bubbles</li> <li>Fully submerge under water</li> <li>Be able to swim 20metres across the pool without support</li> <li>To swim 10metres front crawl and back stroke</li> </ul>	<ul style="list-style-type: none"> <li>Can bounce a ball on the spot with consistency</li> <li>Can perform a basic log, egg, shoulder and forward roll.</li> <li>Responds imaginatively and with control and coordination</li> <li>Uses different body parts</li> <li>Can vary dynamics, speed, direction and level of their movements</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games</li> <li>Develop simple tactics for attacking and defending</li> <li>Play competitive games, modified where appropriate.</li> <li>Succeed and excel (in competitive sport) and other physically demanding activities.</li> <li>Compete in a range of increasingly challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</li> <li>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</li> <li>Plan and perform a movement sequence showing contrasts in speed/level and direction,</li> <li>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</li> </ul>
<b>Year 5</b>	N/A	<ul style="list-style-type: none"> <li>Can bounce a ball on the spot with consistency</li> <li>Responds imaginatively and with control and coordination</li> <li>Uses different body parts</li> <li>Can vary dynamics, speed, direction and level of their movements</li> <li>Can travel whilst bouncing a ball, showing control</li> <li>Perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to backward roll.</li> <li>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games</li> <li>Play competitive games, modified where appropriate through team and individual games</li> <li>Develop simple tactics for attacking and defending</li> <li>Apply basic principles suitable for attacking and defending</li> <li>Succeed and excel (in competitive sport) and other physically demanding activities.</li> <li>Compete in a range of increasingly challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a short sequence linking basic actions, with a clear beginning, middle and end.</li> <li>Choose and link actions to create an expressive dance which shows some sensitivity to accompaniment.</li> <li>Plan and perform a movement sequence showing contrasts in speed, level and direction.</li> <li>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</li> <li>Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance.</li> <li>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</li> </ul>
<b>Year 6</b>	N/A	<ul style="list-style-type: none"> <li>Can bounce a ball on the spot with consistency</li> <li>Responds imaginatively and with control and coordination</li> <li>Uses different body parts</li> <li>Can travel whilst bouncing a ball, showing control</li> <li>Improvise freely, individually and with a partner, can translate ideas from a stimulus into movement.</li> <li>Using either hand can dribble showing changes of speed and direction.</li> <li>Perform a range of rolls consistently including a backward roll.</li> <li>Responds imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency.</li> <li>Can incorporate different dynamics and develop new actions with a partner and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games</li> <li>Play competitive games, modified where appropriate through team and individual games</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition</li> <li>Apply basic principles suitable for attacking and defending</li> <li>Succeed and excel (in competitive sport) and other physically demanding activities.</li> <li>Compete in a range of increasingly challenging situations</li> <li>Develop an understanding of how to improve in different physical activities and sports.</li> </ul>	<ul style="list-style-type: none"> <li>Create and perform a short sequence linking basic actions with a clear beginning, middle and end.</li> <li>Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment.</li> <li>Plan and perform a movement sequence showing contrasts in speed/level and direction,</li> <li>Apply basic compositional ideas to create dance phrases with a partner and in a small group.</li> <li>Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</li> <li>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?</li> <li>Refine own performance in response to others and self-analysis.</li> </ul>