



Key Stage 2 skills progression

| Dance | |
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| Lower Key Stage 2 | Upper Key Stage 2 |
| <ul style="list-style-type: none"> • I can repeat and remember dance phrases and routines • I can create dance phrases to a range of accompaniment • I can use a wide range of actions and movement phrases • I can remember and perform dance phrases in time with the music • I can explore different pathways, levels, shape and speed • I can show a sense of rhythm and style when performing • I can interpret and evaluate their own and others' dances • I can suggest improvements for dances- my own and others • I can describe movements using appropriately vocabulary • I can create dance phrases with a partner • I can use whole space safely to perform and practice • I can begin to perform longer dances clearly and fluently | <ul style="list-style-type: none"> • I can perform specific motifs for different dance styles • I can show choreographic techniques in their work • I can show different dance styles • I can compose, develop and adapt motifs • I can perform longer dances with control and fluency • I can create dance phrases to a range of stimuli and accompaniments • I can plan dances creatively and collaboratively in groups • I can explain how Dance can be part of an active lifestyle • I can suggest ways to improve / develop their dance • I can improvise imaginatively to a wide variety of stimuli • I can use appropriate dance terminology to describe a dance • I can describe phrases within a dance |

Athletics

| Lower Key Stage 2 | Upper Key Stage 2 |
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| <ul style="list-style-type: none"> • I demonstrate a good running posture • I can adjust my running pace smoothly (pacing over long distances) • I can accelerate and decelerate rapidly • I can run fast over short distances, showing awareness of others positioning • I can spring rapidly over short distances as an individual and as part of a team • I can respond rapidly to a stimulus • I can demonstrate a basic posture of a sprint start • I can maintain a good running technique when sprinting over obstacles • I can demonstrate a variety of jumping styles • I can jump a distance from 2 feet to 2 feet • I can perform hop and jump combinations with balance and control • I can perform a hop, step and jump in the correct sequence • I can perform a hop, step and jump with speed and balance • I can jump for height from standing • I can use a short run to jump from one foot to two feet • I can throw and retrieve implements safely • I can describe how the weight and shape of an object affects its flight path • I can demonstrate some accuracy when throwing a shot put • I can describe the effect from sitting, kneeling or standing • I can demonstrate some accuracy when throwing a javelin | <ul style="list-style-type: none"> • I can demonstrate the correct running technique with speed and agility • I can demonstrate quick reactions and rapid acceleration • I can accelerate from a variety of static positions • I can effectively demonstrate my ability to change speed (pacing the race) • I can sustain jogging and running at a consistent pace demonstrating endurance and stamina • I can spring over and between obstacles using consistent stride lengths • I can use my 'lead leg' to sprint over hurdles • I can accelerate to pass team members • I can pass a relay baton at speed using a 'push pass' • I can try to improve reaction time through repetition (sprint start) • I can demonstrate speed and coordination when passing and receiving the ball • I can demonstrate a dynamic two handed push throw • I can demonstrate a dynamic controlled pull throw action • I can perform push throws to reach a target on the ground • I can throw for accuracy • I can throw for distance • I can demonstrate the correct action for a dynamic sling throw (discus) • I can demonstrate the correct action for a dynamic heave throw • I can observe a partner and provide accurate feedback • I can demonstrate speed and coordination when passing and receiving the ball • I can demonstrate a dynamic two handed push throw • I can demonstrate a dynamic controlled pull throw action • I can perform push throws to reach a target on the ground • I can throw for accuracy • I can throw for distance • I can demonstrate the correct action for a dynamic sling throw (discus) • I can demonstrate the correct action for a dynamic heave throw • I can observe a partner and provide accurate feedback • I can cooperate with my team (relay race) |

- I can demonstrate some accuracy when throwing a discus (sling throw technique)
- I can work effectively as part of a team and understand the importance of communication (Relay Races)
- I can identify weaknesses in my own and other performances and change and adapt technique to improve

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Football

| Lower Key Stage 2 | Upper Key Stage 2 |
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| <ul style="list-style-type: none"> • I can pass, receive and travel with the ball with some control and accuracy. • I can intercept the ball from the opposition. • I can dribble the ball using different techniques. • I can score a goal or point in a game based situation. • I can look up when dribbling the ball whilst keeping good control. • I can pass the ball accurately over a range of distances • I can work effectively as part of a team. • I can identify and use tactics to help myself and others keep possession of the ball. • I understand how I can keep possession of the ball. • I understand the difference between attack and defence. • I can apply basic marking skills in a game based situation. • I can begin to find and use space in a game. • I know when to pass or dribble with the ball in a game based situation. • I can demonstrate an understanding of the role of a goalkeeper and demonstrate initiative and strategies to prevent goals being scored. | <ul style="list-style-type: none"> • I can link dribbling and passing skills together with success and fluency. • I can pass, receive and dribble the ball in a variety of ways with some control and accuracy. • I can perform two touch passing with some control. • I can link together different skills in a game with fluency and accuracy. • I can link dribbling and passing skills together with success and fluency. • I can choose the best pass to perform in a game based situation whilst executing with accuracy and precision. • I can suggest areas for improvement for my own performances and teammates. • I use space intentionally to pass and receive a ball. • I can perform attacking tactics and apply them in a game situation (corners/free kicks). • I can perform defensive tactics and apply them in a game situation (man-to-man marking and zonal defence). |

Tennis

| Lower Key Stage 2 | Upper Key Stage 2 |
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| <ul style="list-style-type: none"> • I can perform a serve to begin a game • I can return a serve from an opposition • I can create a short rally with a partner | <ul style="list-style-type: none"> • I can move round the court effectively • I can use the correct grip on the tennis racquet |

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| <ul style="list-style-type: none"> • I can show a basic understanding of how to travel around the court (running backwards, forwards, sidesteps etc.) • I can hit the tennis ball over a net • I can hit the ball to a partner (self-serve or partner serve) • I can return the ball to a partner (throw/hit) • I can perform a basic serving action to a designated area/target • I can show a basic understanding of how to grip a tennis racquet • I can demonstrate a tennis ready position • I can identify and describe some of the rules of tennis • I can understand the action/motion we use when performing a tennis shot • I can show a basic understanding of court positioning | <ul style="list-style-type: none"> • I can demonstrate an effective forehand hitting action • I can demonstrate an effective backhand hitting action • I can show an understanding of when to use a range of shots • I can create a long rally with a partner • I can perform a range of shots including volley and overhead shots • I can demonstrate consistency from the baseline • I demonstrate fundamental ABC'S in tennis • I can serve consistently over the net and into the diagonal service box • I show recovery from a serve and preparation for the following shot • I have developed an understanding of singles and doubles play • I can effectively score/officiate a game • I can describe and explain the rules of tennis including court area and scoring systems • I show an initial understanding of how I can move my opponent from the baseline • I show an initial understanding of how to pace the speed of the ball to outwit opponents • I show an initial understanding of how to change the direction of the ball to outwit opponents |
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| Netball | |
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| Lower Key Stage 2 | Upper Key Stage 2 |
| <ul style="list-style-type: none"> • I can intercept the ball from the opposition. | <ul style="list-style-type: none"> • I can pass, receive and dribble the ball in a variety of ways with some control and accuracy. |

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| <ul style="list-style-type: none"> • I understand the difference between attack and defence. • I can apply a dodging technique in a game-based situation. • I can use a range of passes including chest passes, bounce passes and overhead throws with some control and accuracy. • I can work effectively as part of a team. • I understand the difference between attack and defence. • I can apply basic marking skills in a game-based situation • I understand how I can keep possession of the ball. • I understand and apply basic principles of invasion games. • I can identify and use tactics to help myself and others keep possession of the ball. • I can begin to find and use space in a game. • I can apply a range of attacking and defending skills during team games when appropriate. • know when to pass or dribble with the ball in a game-based situation. | <ul style="list-style-type: none"> • I can perform attacking tactics and apply them in a game situation (dummy passes etc.) • I can perform defensive tactics and apply them in a game situation (man-to-man marking and zonal defence). • I can consistently apply some skills and techniques throughout invasion games. • I can create rules for my own invasion games and deliver successfully. • I can explain why a warm up and cool down is important. • I can explain why a warm up and cool down is important. • I use space intentionally to pass and receive a ball. • I can perform defensive tactics and apply them in a game situation (man-to-man marking and zonal defence). • I can explain the impact a performed skill had on my performance (both positive and negative). • I can apply my knowledge of invasion games between a range of sports. |
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| Rounders | |
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| Lower Key Stage 2 | Upper Key Stage 2 |
| <ul style="list-style-type: none"> • I can catch a ball accurately using the correct technique. | <ul style="list-style-type: none"> • I can hold a piece of striking equipment correctly to connect with a bowled ball |

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| <ul style="list-style-type: none"> • I can accurately throw a ball across a short distance towards a target. • I can throw a ball to a target across a long distance with some accuracy. • I can strike a stationary ball in the intended direction. • I can strike a ball bowled towards me with some accuracy. • I can bowl a ball with some accuracy towards a target. • I can begin to move into space in the field when a ball is hit. • I can begin to show an understanding of techniques I can use to stop a ball (long barrier technique). • I can throw a ball underarm with some accuracy towards a target. • I can begin to throw a ball overarm with some accuracy towards a target. • I can work alongside teammates and cooperate to make decisions (when to run for points and when not to). • I can apply some basic tactics and strategies within striking and fielding games. • I can invent my own rules for striking and fielding games, I can deliver my invented game to my class mates. • I can start to show understanding of why we use different throwing techniques over different distances. • I can demonstrate some understanding of the rules of striking and fielding games such as rounders and cricket. | <ul style="list-style-type: none"> • I can bowl a ball using the correct technique to reach a batter • I can control the direction and speed which I bowl a ball towards a batter • I can successfully stop a ball travelling towards me using long barrier technique • I move into space to catch or stop a struck ball • I can catch a ball accurately when it is thrown directly to me • I can accurately throw the ball overarm to a target • I can accurately throw the ball underarm to a target • I can strike a bowled ball into the field • I can strike a ball with force and control the direction which the ball is travelling • I can perform techniques to allow myself better opportunities to catch the ball (running, diving and catching the ball with one hand) • I can develop my own tactic or strategy to implement in a game situation • I show a strong knowledge of the rules of the game and the tactics associated with it • I can use decision making skills to accurately throw a ball to the correct fielder (on a base or wicketkeeper) • I can develop my own tactic or strategy to implement in a game situation • I can choose the correct throwing technique to use when throwing the ball • I can use decision making skills to accurately throw a ball to the correct fielder (on a base or wicketkeeper) |
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| Hockey | |
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| Lower Key Stage 2 | Upper Key Stage 2 |
| <ul style="list-style-type: none"> • I can pass, receive and travel with the ball with some control and accuracy. • I can hold the hockey stick the correct way. | <ul style="list-style-type: none"> • I can pass, receive and travel with the ball with some control and accuracy. • I can hold the hockey stick the correct way. |

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| <ul style="list-style-type: none"> • I understand which part of the hockey stick to use to pass the ball. • I can show an initial understanding of when to release 'pass' and when to travel 'dribble'. • I can dribble the ball using different techniques • I can receive a ball accurately which has been directly passed to me • I can apply basic marking skills in a game based situation | <ul style="list-style-type: none"> • I understand which part of the hockey stick to use to pass the ball. • I can show an initial understanding of when to release 'pass' and when to travel 'dribble'. • I can dribble the ball using different techniques • I can receive a ball accurately which has been directly passed to me • I can intercept the ball from the opposition • I can demonstrate the principles of interception including marking and positioning • I can demonstrate and understanding of the role of a goalkeeper and demonstrate initiative and strategies to prevent goals being scored • I can score a goal or point in a game based situation • I can move in multiple directions to pass and receive the ball • I can dribble the ball using different techniques • I can apply basic marking skills in a game based situation • I understand how I can keep possession of the ball • I can begin to find and use space in a game |
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| Cricket | |
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| Lower Key Stage 2 | Upper Key Stage 2 |
| | <ul style="list-style-type: none"> • I can catch a ball accurately using the correct technique. |

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| <ul style="list-style-type: none"> • I can catch a ball accurately using the correct technique. • I can accurately throw a ball across a short distance towards a target. • I can throw a ball to a target across a long distance with some accuracy. • I can strike a stationary ball in the intended direction. • I can strike a ball bowled towards me with some accuracy. • I can bowl a ball with some accuracy towards a target. • I can begin to move into space in the field when a ball is hit. • I can demonstrate some understanding of the rules of striking and fielding games such as rounders and cricket. | <ul style="list-style-type: none"> • I can accurately throw a ball across a short distance towards a target. • I can throw a ball to a target across a long distance with some accuracy. • I can strike a stationary ball in the intended direction. • I can strike a ball bowled towards me with some accuracy. • I can bowl a ball with some accuracy towards a target. • I can begin to move into space in the field when a ball is hit. • I can begin to show an understanding of techniques I can use to stop a ball (long barrier technique). • I can throw a ball underarm with some accuracy towards a target. • I can begin to throw a ball overarm with some accuracy towards a target • I can work alongside teammates and cooperate. • to make decisions (when to run for points and when not to). • I can apply some basic tactics and strategies within striking and fielding games. • I can invent my own rules for striking and fielding games, I can deliver my invented game to my classmates. • I can start to show understanding of why we use different throwing techniques over different distances. • I can demonstrate some understanding of the rules of striking and fielding games such as rounders and cricket. |
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Basketball

Lower Key Stage 2

Upper Key Stage 2

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| | <ul style="list-style-type: none"> • I can intercept the ball from the opposition. • I understand the difference between attack and defence. • I can apply a dodging technique in a game-based situation. • I can use a range of passes including chest passes, bounce passes and overhead throws with some control and accuracy. • I can work effectively as part of a team. • I understand the difference between attack and defence. • I can apply basic marking skills in a game-based situation • I understand how I can keep possession of the ball. • I understand and apply basic principles of invasion games. • I can identify and use tactics to help myself and others keep possession of the ball. • I can begin to find and use space in a game. • I can apply a range of attacking and defending skills during team games when appropriate. • know when to pass or dribble with the ball in a game-based situation. |
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| | <ul style="list-style-type: none">• I can develop and critique teamwork skills through games and challenges.• I can develop and critique communication skills through games and challenges.• I can use effective leadership and teamwork skills to maintain safety to all participants.• I can lead a class or group using our map, by myself or with my group.• I can use effective teamwork and communication skills to create a route.• I can develop and critique map reading skills.• I can design a large journey for class/group.• I can identify different ways to reflect performances as a group or individual.• I can risk assess and highlight potential problems with our designed routes. |
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