



Physical Education Learning Journey –

Key Steps to Mastery Key Skills

BASIC SKILLS, SHAPE AND MOVEMENT					
	YEAR 4		Year 5		Year 6
			Review Year 4		Review Year 5
	Pupils should be taught to:		Pupils should be taught to:		Pupils should be taught to:
	<p><u>Agility</u></p> <p><u>Run</u></p> <ul style="list-style-type: none"> Increasing control and timing, e.g. with obstacles (hurdles) or with others (relay). <p><u>Jump</u></p> <ul style="list-style-type: none"> Steady landing without wobbling Start to make more complex links between running and jumps (e.g. triple jump) <p><u>Roll</u></p> <ul style="list-style-type: none"> Start from standing to forward roll in one smooth movement, and with some control over finish. With assistance, backward roll on flat Controlled ‘teddy bear’ roll in full circles. <p><u>Cartwheel</u></p> <ul style="list-style-type: none"> Cartwheel from a walking start and with legs going nearly vertical 		<p><u>Agility</u></p> <p><u>Run</u></p> <ul style="list-style-type: none"> Make and explain choices about style/ technique for running. <p><u>Jump</u></p> <ul style="list-style-type: none"> Complex links between running and jumps (e.g. triple jump) <p><u>Roll</u></p> <ul style="list-style-type: none"> Forward roll from walking, in one smooth movement & with controlled finish Backward roll on flat <p><u>Cartwheel</u></p> <ul style="list-style-type: none"> Cartwheel from moving start, in one smooth movement and with controlled finish. Cartwheel along a marked line (from stationery start) 		<p><u>Agility</u></p> <p><u>Roll</u></p> <ul style="list-style-type: none"> Move into forward roll at speed, with controlled finish. Forward roll without using hands Backward roll on flat, with controlled finish. <p><u>Cartwheel</u></p> <ul style="list-style-type: none"> Move into cartwheel at speed. Cartwheel along a marked line (from stationery start)
	<p><u>Coordination</u></p> <p><u>Throw</u></p> <ul style="list-style-type: none"> Overarm with some precision (e.g. catchable for partner at 5m) Throw while moving with some accuracy (e.g. catchable for a skilled partner) 		<p><u>Coordination</u></p> <p><u>Throw</u></p> <ul style="list-style-type: none"> Catchable for partner at 10m Confident in range of throwing techniques (e.g. overarm throw, bowling, two-handed throw-in, chest pass). <p><u>Hit</u></p>		<p><u>Coordination</u></p> <p><u>Throw</u></p> <ul style="list-style-type: none"> Throw while running with some accuracy (e.g. catchable for skilled partner) <p><u>Hit</u></p> <ul style="list-style-type: none"> Confidently hit rounders ball with appropriate bat. <p><u>Aim</u></p>

	<p><u>Bounce</u></p> <ul style="list-style-type: none"> Bounce between hands. <p><u>Hit</u></p> <ul style="list-style-type: none"> Confidently hit hard balls with e.g. hockey stick or cricket bat Use a range of striking actions (e.g. serve, backhand, forehand) <p><u>Aim</u></p> <ul style="list-style-type: none"> Hit a 1m wide target from about 10m with e.g. hockey stick and soft ball <p><u>Catch</u></p> <ul style="list-style-type: none"> Run or jump to catch bean bag or tennis ball with both hands; catch bouncy and harder balls with both hands when they are thrown with more force. Move to catch e.g. tennis ball with both hands Use one hand to catch range of objects (e.g. plastic, foam) 		<ul style="list-style-type: none"> Confidently hit e.g. table tennis ball with paddle, or golf ball with club Confidently hit e.g. airborne hockey ball with hockey stick <p><u>Aim</u></p> <ul style="list-style-type: none"> Hit a 1m wide target from about 25m (tennis court length) with e.g. hockey ball/stick, where the ball is stationary or under control at the start. <p><u>Catch</u></p> <ul style="list-style-type: none"> Run or jump to catch bean bag or tennis ball with both hands. Run or jump to catch e.g. bean bag with one hand Start to catch (with one hand) bouncy and harder balls thrown with more force. 		<ul style="list-style-type: none"> Successfully target e.g. a table tennis paddle at the opposite end of the table. Hit a ball that's already moving and target something 1m wide from about 25m. <p><u>Catch</u></p> <ul style="list-style-type: none"> Run and jump to catch small balls with both hands (of any material, e.g. foam ball, cricket ball). Run and jump to catch e.g. bean bag and harder balls with one hand
	<p><u>Balance</u></p> <ul style="list-style-type: none"> Hop along a marked line. Cycle (e.g. 10m) <p><u>Bridge</u></p> <ul style="list-style-type: none"> Bridge walk <p><u>Handstand</u></p> <ul style="list-style-type: none"> Handstand without assistance Handstand from moving start (with support) 		<p><u>Balance</u></p> <ul style="list-style-type: none"> Jog backwards along marked line. Cycle without difficulty. <p><u>Bridge</u></p> <ul style="list-style-type: none"> With help perform a standing bridge. <p><u>Handstand</u></p> <ul style="list-style-type: none"> Move into a handstand and hold for a few seconds without assistance. 		<p><u>Balance</u></p> <ul style="list-style-type: none"> Cycle with one hand (briefly, e.g. to signal). <p><u>Bridge</u></p> <ul style="list-style-type: none"> Perform a standing bridge without help. <p><u>Handstand</u></p> <ul style="list-style-type: none"> Exit a handstand into a forward roll.

SWIMMING

YEAR 4			Year 5			Year 6		
			Review Year 4			Review Year 5		
Pupils should be taught to:			Pupils should be taught to:			Pupils should be taught to:		
<u>Confidence</u> <ul style="list-style-type: none"> Fully submerge to pick up an object. 			<u>Confidence</u> <ul style="list-style-type: none"> Dive into deep end and swim forwards in a continuous movement. 			<u>Confidence</u> <ul style="list-style-type: none"> Perform a surface dive. 		
<u>Safety</u> <ul style="list-style-type: none"> Explain beach flag meanings. Explain the 'float to live' approach. 			<u>Safety</u> <ul style="list-style-type: none"> Demonstrate the 'float to live' approach. 			<u>Distance</u> <ul style="list-style-type: none"> Swim more than 25m with an effective turn and rhythmic breathing. 		
<u>Distance</u> <ul style="list-style-type: none"> Swim 25m with accurate front crawl, backstroke, and breaststroke Swim 10m with accurate butterfly (front and back) 			<u>Distance</u> <ul style="list-style-type: none"> Swim 25m (any stroke) with increasing speed and sophistication (e.g. some rhythmic breathing) 			<u>Movement</u> <ul style="list-style-type: none"> Perform three different shaped jumps into deep water. Perform a 3 second handstand and a forward somersault. Perform a 45 second sculling sequence, with a partner, including rotation. Perform a feet-first sculling action for 5m in a flat position on back. Perform a flat stationary scull on the back. 		
<u>Movement</u> <ul style="list-style-type: none"> Perform a tuck-roll to rotate from flat to flat (front to back and vice versa) and then to standing. Travel and log roll in a continuous movement (front to back and vice-versa) Hold an extended tuck float. Sink then push and glide; push and glide towards the pool floor. Push and glide and travel at least 15m with accurate stroke (back and front) Push and glide with arms extended, then log roll between front/back 			<u>Movement</u> <ul style="list-style-type: none"> Travel 5m on front, tuck and rotate to back, then return to front. Perform a sequence of changing shapes (minimum of three) whilst floating on the surface. Perform a head-first sculling action (flat on back) for 5m. Tread water for more than 30 seconds. Push and glide and swim more than 25m with a sophisticated stroke. 					

EXPRESSION, TALK AND TACTICS

	YEAR 4		YEAR 5		YEAR 6
			Review Year 4		Review Year 5
	Pupils should be taught to:		Pupils should be taught to:		Pupils should be taught to:
	<u>Expression</u> <ul style="list-style-type: none"> Improvise around a theme and/or for an audience. Reproduce longer and more complex sequences (e.g. with dynamic range). 		<u>Expression</u> <ul style="list-style-type: none"> Choreograph and prepare to perform for a given audience. Reproduce sequences of movement and start to improvise on them. Show sensitivity to fellow dancers 		<u>Expression</u> <ul style="list-style-type: none"> Move with increasing accuracy, confidence and creativity.
	<u>Talk</u> <u>Question –</u> <ul style="list-style-type: none"> Ask and answer valid questions (e.g. about cause and effect, reliability, change) <u>Compare –</u> <ul style="list-style-type: none"> Link performances, themes and conventions to their context. <u>Evaluation –</u> <ul style="list-style-type: none"> Identify themes within and between pieces; start to describe structure Precise description of what they (dis)like, able to verbalise the opinions of others Start to distinguish between subjective and objective (e.g. a lucky shot vs an intended shot) 		<u>Talk</u> <u>Question –</u> <ul style="list-style-type: none"> Ask and answer valid questions (e.g. about relevance and perspective). <u>Compare –</u> <ul style="list-style-type: none"> Start to suggest reasons for linking performance, convention & culture. <u>Evaluation –</u> <ul style="list-style-type: none"> Make inferences from performed pieces. Start to respond sensitively to other people's artistic/aesthetic tastes. Start to challenge other peoples' inappropriately subjective opinions (e.g. "he's useless") 		<u>Talk</u> <u>Question –</u> <ul style="list-style-type: none"> Regularly ask and answer perceptive questions in valid ways. <u>Compare –</u> <ul style="list-style-type: none"> Analyse their and others' responses, extrapolating and justifying with evidence. <u>Evaluation –</u> <ul style="list-style-type: none"> Make inferences from performed pieces and justify their views. Explain how their own behaviour might affect the enjoyment of others. Sensitively/politely challenge subjective opinions in more complex areas (e.g. "that formation was stupid")
	<u>Tactics</u> <u>Plan –</u> <ul style="list-style-type: none"> Explain their plans in some detail, 		<u>Tactics</u> <u>Plan –</u> <ul style="list-style-type: none"> Plan in detail using sketches/diagrams, techniques and 		<u>Tactics</u> <u>Plan –</u> <ul style="list-style-type: none"> Plan in detail, linking to evaluations of

	<p>perhaps using sketches/diagrams.</p> <ul style="list-style-type: none"> Working with space: make reasonable estimations of distance; start to estimate angle. <p><u>Adapt –</u></p> <ul style="list-style-type: none"> Desire to alter tactics and/or restart performances. 		<p>accurate vocabulary.</p> <ul style="list-style-type: none"> Working with space: estimate distance and angle; start to estimate area. <p><u>Adapt –</u></p> <ul style="list-style-type: none"> Make reasonable suggestions to their peers about tactical changes. 		<p>previous experiences, and explaining their choices.</p> <ul style="list-style-type: none"> Working with space: make reasonable estimations of distance, angle and area. <p><u>Adapt –</u></p> <ul style="list-style-type: none"> Constructively critique their peers' tactics and performances, helping them adjust if possible.
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TEAMWORK AND SPORTING BEHAVIOUR

YEAR 4			YEAR 5			YEAR 6		
			Review Year 4			Review Year 5		
Pupils should be taught to:			Pupils should be taught to:			Pupils should be taught to:		
<u>Teamwork</u> <u>Collaborate</u> <ul style="list-style-type: none"> Use their knowledge of others' personal qualities and social skills to work successfully in a team. 			<u>Teamwork</u> <u>Collaborate</u> <ul style="list-style-type: none"> Relate to other people's personal qualities/skills and start to work towards consensus (e.g. by respecting others' points of view, giving feedback and support, explaining decisions) 			<u>Teamwork</u> <u>Collaborate</u> <ul style="list-style-type: none"> Relate to others and work towards consensus (e.g. by negotiation, compromise, by giving rich and constructive feedback and support, and by adapting behaviour and speech where appropriate) 		
<u>Negativity</u> <ul style="list-style-type: none"> Realise the consequences of anti-social, aggressive and harmful behaviours and start to help each other. 			<u>Negativity</u> <ul style="list-style-type: none"> Recognise and challenge stereotypes, bullying and discrimination, and where appropriate other people's points of view. 			<u>Negativity</u> <ul style="list-style-type: none"> Show a confidence and sensitivity in constructively challenging other people's harmful behaviours and points of view, where appropriate and/or safe. 		
<u>Take advice</u> <ul style="list-style-type: none"> Make informed choices about seeking and following advice and/or feedback 			<u>Take advice</u> <ul style="list-style-type: none"> Start discerning validity of feedback (e.g. explain about skill-levels and authority of advice-givers) 			<u>Take advice</u> <ul style="list-style-type: none"> Distinguish where it is or is not appropriate to seek advice/feedback. 		
<u>Sporting behaviour</u> <u>Self-worth</u> <ul style="list-style-type: none"> Celebrate their achievements; start to reflect about areas for improvement and personal goals. 			<u>Sporting behaviour</u> <u>Self-worth</u> <ul style="list-style-type: none"> Celebrate and reflect on their achievements, strengths and areas for improvement; set themselves goals. 			<u>Sporting behaviour</u> <u>Self-worth</u> <ul style="list-style-type: none"> Celebrate/reflect on their achievements, strengths, areas for improvement, aspirations and goals (short and long term). 		
<u>Resilience & Perseverance</u> <ul style="list-style-type: none"> Demonstrate persistence in tackling a challenge (e.g. by overcoming setbacks). 			<u>Resilience & Perseverance</u> <ul style="list-style-type: none"> Persist in tackling challenges, and start to help others do so in sensitive ways. 			<u>Resilience & Perseverance</u> <ul style="list-style-type: none"> Demonstrate persistence and help others do so in a sensitive way. 		
<u>Competition & Enjoyment</u>			<u>Competition & Enjoyment</u>			<u>Competition & Enjoyment</u>		

	<ul style="list-style-type: none"> Describe experiences (of collaborating, competing, winning) that they (dis)like and start to describe the same for others; listen to the opinions / feelings of others. <p><u>Integrity & Sense of justice</u></p> <ul style="list-style-type: none"> Start to reason (e.g. by putting rules, beliefs or ideas into a religious, cultural or ethical context). 		<ul style="list-style-type: none"> Start to alter their behaviour to accommodate others' (dis)likes e.g. sensitivity in victory, or compromising on choices. <p><u>Integrity & Sense of justice</u></p> <ul style="list-style-type: none"> Explain how moral codes may differ from person to person. 		<ul style="list-style-type: none"> Explain how their own enjoyment might affect that of others. <p><u>Integrity & Sense of justice</u></p> <ul style="list-style-type: none"> Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this.
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VOCABULARY					
	YEAR 4		YEAR 5		YEAR 6
			Review Year 4		Review Year 5
	<p><u>LOCATIONAL:</u> Increase, Decrease, Origin, Base (i.e. of an object), Zone, Incline.</p> <p><u>TIME:</u> Continuous, Continuity, Occasion, Former, Latter, Phase, Abrupt.</p> <p><u>SHAPE/MOVEMENT:</u> Receive, Tuck roll, Bridge walk, Spin (on a ball), Demonstrate, Medium, Non-dominant, Light “spot”, Accelerate, Endurance, Intensity, Agility.</p>		<p><u>LOCATIONAL:</u> Average, Range, Distribution, Velodrome.</p> <p><u>TIME:</u> Enduring, Dominate, Context.</p> <p><u>SHAPE/MOVEMENT:</u> Outcome, Friction, Resistance, Velocity, Rigorous, Scull, Maximum, Minimum.</p>		<p><u>LOCATIONAL:</u> Diameter, Circumference, perimeter, Intersecting.</p> <p><u>TIME:</u> Simultaneous, Cumulative.</p> <p><u>SHAPE/MOVEMENT:</u> Anticipate, Anaerobic.</p>