PHYSICAL EDUCATION CURRICULUM

KS2 Progression

Believing | Expressing | Living | Reasoning | Year 3 to Year 6

Purpose of this document

This overview sets out how pupils' physical skills, knowledge, subject vocabulary, tactical understanding and personal development progress through Key Stage 2 at Park Road Academy. It brings together the PE units, assessment expectations and inclusive practice in the school's PE progression document, showing how learning builds from Year 3 to Year 6 and prepares pupils for Key Stage 3.

Key Stage 2 curriculum position

Key Stage 2 National Curriculum position

Pupils should develop competence to excel in a broad range of physical activities; be physically active for sustained periods; engage in competitive sports and activities; and lead healthy, active lives. Park Road's curriculum applies these expectations through invasion games, striking and fielding, athletics, gymnastics, dance, swimming, tennis, golf and outdoor adventurous activities.

Progression principles

BUILD FROM KS1	REVISIT & DEEPEN	DEVELOP INDEPENDENCE	YEAR 7 TRANSITION
Earlier movement knowledge, fundamental skills and safe participation are recalled before pupils meet greater technical, tactical and competitive demand.	Running, jumping, throwing, catching, travelling, balancing, attacking, defending and teamwork recur across activities with increasing complexity and connection.	Pupils select skills, tactics and strategies; solve movement problems; lead, officiate, coach and evaluate with growing confidence.	Pupils perform confidently, explain decisions, evaluate performance, lead and officiate, and demonstrate safe, respectful and resilient sporting behaviour.

Curriculum strands

Physical competence	Knowledge & tactics	Dance & gymnastics	Athletics & aquatics	Teamwork & leadership	Evaluation & inclusion
Perform and combine skills with control, precision, fluency and consistency.	Understand techniques, rules, safety, attack, defence and decision-making.	Compose, perform and refine movement with control, expression and technical language.	Develop running, jumping, throwing, swimming and personal survival skills.	Communicate, cooperate, lead, officiate and apply school games values.	Reflect, use feedback, adapt through STEP and include every pupil meaningfully.

Key vocabulary is indicative rather than exhaustive. Teachers should revisit earlier terminology, model precise subject language and expect pupils to use it when performing, explaining, evaluating and improving.

KS2 PE Curriculum Framework

Progression in physical competence, knowledge and character

The source progression ladder

Across KS2, pupils move from performing individual skills with control towards combining skills under pressure, selecting tactics, leading others, officiating, evaluating performance and applying school games values.

Progression strand	Pupil development	What this looks like in PE
Physical competence	Perform fundamental and sport-specific skills with increasing control, precision, fluency and consistency.	Running, jumping, throwing, catching, striking, dribbling, passing, receiving, balancing, travelling, swimming and survival skills.
Knowledge and understanding	Know techniques, rules, safety, tactics and how to improve performance.	Use technical vocabulary; understand attack and defence; make decisions; explain rules and safe practice.
Thinking and decision-making	Select and apply skills and tactics in changing situations.	Anticipate, create space, exploit overloads, defend, adapt plans and solve movement challenges.
Personal and social development	Communicate, collaborate, lead, show resilience and respect decisions.	Teamwork, listening, self-belief, determination, honesty, passion, respect and emotional control.
Evaluation and leadership	Reflect on performance, use feedback, officiate and support others.	Evaluate self and others using technical language; organise, lead, umpire and improve.

Inclusion and participation

Spare kit ensures no child misses PE. Children with SEND are supported through STEP differentiation. Children unable to take part physically are included through meaningful roles such as umpiring, coaching, scoring, observing or evaluating.

Year 3 PE Curriculum Map

Building fundamental skills, movement confidence and teamwork

Learning emphasis

Year 3 establishes secure fundamental movement and sport-specific skills. Pupils begin to link actions, understand rules, communicate with teammates, perform safely and reflect on success.

Unit / timing	Activity focus	Skills, knowledge and assessment
Autumn 1: Football; Gymnastics – linking movements	Invasion games; movement	Manipulate, pass, receive, dribble, defend and move into space. Link balances, rolls, turns and sequences. Assess control, leadership, rule understanding and acceptance of decisions.
Autumn 2: Dance around the World; Gymnastics – receiving body weight	Dance; gymnastics	Create motifs, pathways, levels and travelling movements. Transfer weight safely, use apparatus and communicate meaning. Evaluate with technical language.
Spring 1: Gymnastics – symmetry and asymmetry	Gymnastics	Explore symmetry, asymmetry, balances, rolls and transitions; perform and refine sequences.
Spring 2: Rounders	Striking and fielding	Throw, catch, bowl, bat, field, run and make decisions; communicate, back up fielders and understand rules.
Summer 1: Athletics; Tennis	Athletics; net games	Develop sprinting, hurdling, jumping and throwing technique; use forehand, backhand, volley, serve and court positioning. Personal bests and tactical awareness.
Summer 2: Cricket; Tri Golf	Striking and fielding; golf	Bowl, bat, field, wicket keep and communicate in cricket. Grip, stance, putting, chipping, iron play, hazards and etiquette in golf.
Throughout KS2: Swimming – as scheduled	Aquatics	Develop stroke technique, pace, distance and personal survival; work towards swimming unaided for at least 25 metres.

Year 4 PE Curriculum Map

Applying skills in games, performance and cooperation

Learning emphasis

Year 4 pupils apply skills in varied contexts, understand positions and rules, create and perform sequences, and begin to use tactics, leadership and communication more deliberately.

Unit / timing	Activity focus	Skills, knowledge and assessment
Autumn 1: Netball; Gymnastics – arching and bridges	Invasion games; gymnastics	Pass, catch, move into space, intercept, track and shoot; understand High 5 roles. Create arches and bridges, transfer weight and sequence safely.
Autumn 2: Dance Greeks; Gymnastics – pushing and pulling	Dance; gymnastics	Use theme, levels, pathways, canon and formations. Explore pushing, pulling, balances and controlled transitions.
Spring 1: Tag Rugby; Gymnastics – rolling and travelling low	Invasion games; gymnastics	Carry, pass backwards, tag safely, attack and defend; roll, travel low, link skills and apply rules.
Spring 2: Hockey	Invasion games	Grip and control the stick, dribble, pass, receive, tackle and apply attack and defence in small games and tournaments.
Summer 1: Athletics; Swimming	Athletics; aquatics	Refine running, jumping and throwing; use relay technique and measure performance. Develop strokes, endurance and survival skills.
Summer 2: Swimming; OAA foundations	Aquatics; outdoor learning	Pace and swim over distance; use communication, teamwork and simple navigation challenges.

Year 5 PE Curriculum Map

Developing tactics, leadership and performance under pressure

Learning emphasis

Year 5 pupils combine skills effectively, select tactics, solve problems, lead and evaluate. They are expected to communicate clearly, persist through challenge and apply sporting values.

Unit / timing	Activity focus	Skills, knowledge and assessment
Autumn 1: Basketball; Gymnastics matching, mirroring and contrasting	Invasion games; gymnastics	Pass, receive, dribble, shoot and defend; understand man-to-man and zone defence. Match, mirror and contrast movements; evaluate technically.
Autumn 2: Dance The Haka; Gymnastics under and over	Dance; gymnastics	Develop motifs, travelling, levels, pathways and group communication. Explore under/over actions and composition.
Spring 1: Team Building & Problem Solving; Gymnastics synchronisation and canon	Leadership; gymnastics	Plan, communicate verbally and non-verbally, trust others, evaluate as a team and persist. Use synchronisation, canon and group composition.
Spring 2: Handball; Hockey extension	Invasion games	Receive, pass, dribble, shoot, fake and defend under pressure. Develop hockey tactics, leadership, communication and independent organisation.
Summer 1: Athletics; Swimming	Athletics; aquatics	Control pace, throw with power and accuracy, perform triple/high/vertical jumps and transfer a relay baton. Swim recognised strokes and survival skills.
Summer 2: Outdoor Adventurous Activities	OAA	Navigate with maps, communicate, solve problems creatively, work against a clock and motivate teammates.

Year 6 PE Curriculum Map

Independent performance, leadership and transition readiness

Learning emphasis

Year 6 synthesises physical competence, tactical understanding, leadership, evaluation and character. Pupils should perform confidently, adapt under pressure, officiate or lead, and demonstrate passion, self-belief, respect, honesty, determination and teamwork.

Unit / timing	Activity focus	Skills, knowledge and assessment
Autumn 1: Gymnastics flight; Dance Through the Ages	Gymnastics; dance	Create, perform and refine flight, balances, transitions and group sequences. Use canon, formation, timing, technical vocabulary and critique.
Autumn 2: Gymnastics group sequencing; Dance Through the Ages	Gymnastics; dance	Compose independently, synchronise, perform to an audience and evaluate execution, timing and expression.
Spring 1: Basketball; Handball	Invasion games	Use space, overloads, passing, dribbling, shooting, defensive systems and communication. Apply rules, tactics and school games values.
Spring 2: Hockey	Invasion games	Refine dribbling, tackling, shielding, passing and receiving under pressure; adapt tactics and support teammates in different positions.
Summer 1: Athletics; Swimming	Athletics; aquatics	Combine sprinting and hurdling, transfer baton efficiently, refine throwing and jumping, measure performance and sustain swimming and survival skills.
Summer 2: Football; Outdoor Adventurous Activities	Invasion games; OAA	Make decisions in attack and defence, create goal-scoring opportunities, officiate and control emotions. Navigate, plan, communicate and solve complex team challenges.

KS2 PE Progression at a Glance

How the four-year journey develops

The end point

By the end of KS2, pupils can perform a broad range of skills with control and fluency, apply tactics and rules, swim at least 25 metres unaided, evaluate performance, lead and officiate, communicate effectively and demonstrate positive sporting values.

Dimension	Year 3	Year 4	Year 5	Year 6 / end point
Physical skills	Develop fundamental movement and basic sport skills.	Link skills and apply them in games and performance.	Combine skills under pressure and select tactics.	Perform with control, fluency and confidence; adapt independently.
Knowledge	Learn techniques, safety and simple rules.	Understand positions, roles and game principles.	Explain tactics, systems and how to improve.	Apply rules, officiate and justify decisions.
Thinking	Make simple decisions and find space.	Anticipate, defend and create opportunities.	Solve problems and adapt plans.	Read play, exploit advantage and make independent decisions.
Social and emotional	Work alongside others and accept decisions.	Communicate, listen and cooperate.	Lead, encourage, persist and evaluate.	Model school games values and control emotions competitively.
Leadership and evaluation	Begin to reflect and use feedback.	Use technical language to evaluate.	Organise, plan and support others.	Lead, officiate, coach and give precise feedback.

Assessment and Year Readiness

Evidence, inclusion and next steps

Assessment principle

Assessment is ongoing and practical. Teachers observe performance, knowledge, decision-making, collaboration and values; provide specific targets, support and challenge; and monitor progress of individuals, groups, classes and year groups. Units may be extended or adapted to secure deep learning.

Area	Year readiness	Possible evidence
Physical competence	Perform and combine skills with control, precision, fluency and consistency across invasion games, striking and fielding, athletics, dance, gymnastics, tennis, golf, swimming and OAA.	Practical performance; personal bests; sequences; games.
Knowledge and application	Explain techniques, rules, safety, tactics, attack and defence, and how to improve.	uestioning; tactical explanation; peer coaching; written or oral reflection.
Character and teamwork	Communicate, cooperate, lead, listen, show resilience, respect decisions and apply school games values.	Team challenges; leadership; officiating; observation records.
Inclusion and independence	Use STEP adaptations; participate safely; take meaningful roles when not physically active; select and adapt strategies.	Differentiated tasks; umpiring; coaching; self-assessment.

Transition to Year

Pupils are ready for secondary PE when they can perform and combine skills confidently, apply tactics and rules in competitive and cooperative contexts, evaluate and improve their own and others' performance, communicate and lead effectively, and demonstrate safe, respectful and resilient sporting behaviour. They should understand that physical activity supports lifelong health, confidence, teamwork and wellbeing.