

Key Stage 2 Physical Skills

	Year 3 Ref: 3	Year 4 Ref: 4	Year 5 Ref: 5	Year 6 Ref: 6
Running Ref: a	<ul style="list-style-type: none"> • Able to run with control and fluency • Able to run at different paces • Beginning to develop an understanding that different activities will need different paces of running • Beginning to understand and show the correct technique for running • Be able to run for sustained periods of time at a pace suitable for their fitness levels. 	<ul style="list-style-type: none"> • Beginning to show an understanding of how to develop stamina • Able to use the correct technique for running • Beginning to adjust pace when running over longer distances 	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) consistently • Able to vary pace fluently • Beginning to show increasing stamina when running over longer distances • Show an understanding of what pace suits them best for distance running and be able to apply this to a competitive situation for a set distance or time. 	<ul style="list-style-type: none"> • Able to run using the correct technique (legs and arms working in combination) • Able to vary and change pace fluently • Able to adjust pace when running over longer distances • Show increasing stamina when running over longer distances • Be able to use the 3-point start technique
Jumping Ref: b	<ul style="list-style-type: none"> • Perform a straight/ star and tuck jump with control • Shows a good understanding of the basic technique for jumping (using arms, looking forward, bending knees for take off and landing) • Able to perform with control and distinguish between jumping, hopping and leaping 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control • Beginning to refine their technique when jumping for distance • Beginning to refine their technique when jumping for height 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control and increasing power • Able to use a combination of jumping and hopping with some fluidity • Able to use jumping in combination with other skills (e.g. jumping to catch a ball) • Able to perform the basic 'triple jump' technique 	<ul style="list-style-type: none"> • Able to perform a 'standing long jump' with control • Able to perform the 'triple jump' with control
Throwing Ref: c	<ul style="list-style-type: none"> • Throwing a bean bag/small ball using an Underarm throw (One hand) • Chest pass/ Bounce pass/ Overhead pass with basketball/ netball • Able to throw a rugby ball with some accuracy • To know how to perform an overarm throw correctly and do so with improving technique. • To pass and then move into space to receive the ball again. • Able to perform a 'push throw' in athletics with the correct technique 	<ul style="list-style-type: none"> • Throwing a bean bag/small ball using an underarm throw (One hand) with increasing accuracy • Throwing a small ball using an overarm throw with increasing accuracy • Able to perform a: Chest pass/ Bounce pass/ Overhead pass in basketball/ netball with good control and accuracy • Able to throw a rugby ball with good accuracy • Understands how to bowl effectively (rounders and cricket) • Able to perform a 'push throw' in athletics with the correct technique and increasing power 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Throwing a bean bag/small ball using an underarm throw consistently and fluently • Chest pass/ Bounce pass/ shoulder pass with basketball/ netball with good control and accuracy • Able to throw a rugby ball with good accuracy as part of a sequence of movement • Able to bowl effectively (rounders and cricket) • To perform the shot putt technique with some consistency and control. • To know the technique and the safety aspects of the javelin throw. 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Confidently able to use a range of passes in basketball and netball and is able to select which of these is most appropriate • Able to consistently throw a rugby with accuracy • Able to bowl effectively (rounders and cricket) and understand how a bowl can influence the game • To perform the shot putt technique with consistency, fluency and control. • To understand and apply the correct technique for the javelin and throw with consistency, accuracy and control.
Catching Ref: d	<ul style="list-style-type: none"> • Able to catch a small ball or bean bag with two hands • Able to catch a basketball as part of dribbling • Able to catch a bouncing basketball • Able to catch a rugby ball • Able to pick up a rugby ball using correct hand placement • Able to retrieve a rolling ball 	<ul style="list-style-type: none"> • Able to catch a small ball or bean bag with two hands consistently • Able to catch a small ball or bean bag with one hand • Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees) • Able to catch a rugby ball while moving • Able to retrieve a rolling ball effectively • Able to pick up a rugby ball with correct hand placement when running at speed • Able to dribble a basketball using one hand with good control and fluidity 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Able to catch a small ball with two hands consistently • Able to catch a small ball or bean bag with one hand (various positions) • Able to catch a bouncing basketball at various heights (above head/ to the side of body/ while bending knees) • Able to catch a rugby ball while moving • Able to retrieve a rolling ball and link with other actions effectively • Able to dribble a basketball using one hand with good control and fluidity 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Able to select and perform the best type of catch when catching a small ball • Consistently shows good body position when catching a large ball • Consistently catches a rugby ball with correct hand technique • Able to retrieve a rolling ball and link with other actions effectively and with accuracy

			<ul style="list-style-type: none"> • Able to change direction fluently while dribbling a basketball 	
Kicking Ref: e	<ul style="list-style-type: none"> • Able to kick a football using the side foot technique • Able to pass the ball accurately when practising and make good decisions when choosing when, where and how to pass within a game. • Able to kick a football over a longer distance • Able to dribble a football using small touches with two feet • To change speed and direction when dribbling a ball in games. • To pass and then move into space to receive the ball again. 	<ul style="list-style-type: none"> • Able to kick a football using the side foot technique • Able to pass a football to a target with some accuracy • Able to kick a football over a longer distance • Able to kick a football with increasing power • Able to dribble a football using small touches with two feet with increasing fluidity 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Able to pass a football to a target with increasing accuracy • Beginning to be able to dribble a football to evade an opponent • Beginning to be able to dribble a football using one foot (outside and inside of foot) 	<ul style="list-style-type: none"> • Able to use the following skills while moving/ as part of a game situation: • Able to confidently and consistently pass a ball to a target • Able to dribble a football using one foot (outside and inside of foot) • Able to dribble a football to evade an opponent
Agility Ref f	<ul style="list-style-type: none"> • Able to change direction quickly when running • To perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members. 	<ul style="list-style-type: none"> • Able to follow and respond quickly to more complex instructions when moving (e.g., change direction, 	<ul style="list-style-type: none"> • Able to evade an opponent in a game by changing direction quickly • Able to evade an opponent in a game by using more than one tactic (eg faking in different directions) 	<ul style="list-style-type: none"> • Able to change direction as part of a game in a variety of different ways to evade an opponent
Balance Ref: g	<ul style="list-style-type: none"> • Able to adopt a range of standing positions when preparing to hit a ball 			
Co-ordination (Striking) Ref: h	<ul style="list-style-type: none"> • Able to confidently move a tennis ball along the floor using a tennis racket • Able to push a tennis ball along the floor to a partner with some accuracy • Can hold a tennis racket using the correct grip, describing the key points. • To know the difference between a forehand and backhand shot, and perform each with some control and accuracy. • Can hold a hockey stick correctly • Can move a small ball successfully using a hockey stick • Beginning to be able to use a hockey stick to pass a small ball to a stationary target • Able to hit a tennis ball using a range of bats (Rounders, cricket, tennis) when using a tee 	<ul style="list-style-type: none"> • Able to push a tennis ball along the floor to a partner with accuracy and correct forehand technique • Able to push a tennis ball along the floor to a partner with accuracy and correct backhand technique • Beginning to hit a bouncing tennis ball with some accuracy using the forehand technique • Can dribble a ball using a hockey stick with control • Able to use a hockey stick to pass a small ball to a stationary target with accuracy 	<ul style="list-style-type: none"> • Able to hit a tennis ball to a partner with accuracy and correct forehand technique • Able to hit a tennis ball to a partner with accuracy and correct backhand technique • Be able to serve using the correct underhand technique • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a tennis ball using a range of bats (Rounders, cricket, tennis) 	<ul style="list-style-type: none"> • Able to successfully return a tennis ball as part of a rally using both forehand and backhand • Be able to serve using the correct overhand technique • Can dribble a ball using a hockey stick with control and fluency • Able to use a hockey stick to pass a small ball to both a stationary and moving target with accuracy • Able to confidently hit a tennis ball using a range of bats (Rounders, cricket, tennis) with an increasing understanding of how the shot they play will influence the game/ the opposition
Dance Ref: i	<ul style="list-style-type: none"> • To explore and create movements which represent different pirate actions, performing the set piece in unison. • To know what the term Canon is and plan a short routine which incorporates this. • To create movements related to 'searching for treasure' which are performed at different speeds. • To create different movements and a short 	<ul style="list-style-type: none"> • To gain a basic understanding of Tudor Dance and perform key movements in the given style. • To know and perform key African Dance movements, highlighting the key dynamics and shapes used. • To know and perform a range of movements in the style of Bollywood, demonstrating good use of action, shape and dynamics. • To perform a small section of the HAKA dance 	<ul style="list-style-type: none"> • To know the origins of the Lindy Hop dance and how to perform the basic Lindy Hop step. • To know the origins of the Twist dance and how to perform the basic Twist step. • To know the key features of Disco dance including its origins, typical clothing and costumes, and type of music. • To know the key features of Street Dance and describe how and why specific actions are 	<ul style="list-style-type: none"> • To know what Unison is and how it enhances a performance. • To know what Canon is and how it enhances a performance. • To understand the different ways speed can be used in dance to help convey a message or portray an emotion. • To know when to use different speeds, levels and emotions to help convey the meaning of

	<p>routine with a partner which includes the idea of 'push and pull' and 'under and over' relationships.</p> <ul style="list-style-type: none"> To plan and choreograph the end section of the dance with a partner 	<p>using different dynamics and expression to help communicate the theme.</p> <ul style="list-style-type: none"> 	<p>performed as they are.</p>	<p>the dance.</p>
<p>Gymnastics Ref: j</p>	<ul style="list-style-type: none"> To develop a range of standing and lying shapes To adapt travelling movements when moving on floor or apparatus. To develop a high quality of movement when performing a range of jumping actions. To link and move between different balances, showing control. To perform rocking actions using a dish to arch roll and tucked dish. To perform a range of sideways rolls with good control and body tension. To perform a forward roll with the correct technique. 	<ul style="list-style-type: none"> To use a combination of support shapes in a sequence. To change between different ways of travelling to make a sequence more exciting. To take off and land with control and precision. To select one or two balances from a wider range that can be used as part of a sequence To perform a range of rolls with increasing control and body tension To perform a backwards roll safely and with good control. 	<ul style="list-style-type: none"> To select and use a range of sitting, standing, support and lying shapes in a sequence. To use rotations to increase the difficulty of a straight jump. To use large body parts (head) to perform a well controlled balance. To perform a cartwheel safely and with control. To change the starting and finishing positions of a backwards and/or forwards roll. 	<ul style="list-style-type: none"> To adapt and link a range of shapes in a sequence. To perform a range of jumps, including rotations, as part of a sequence. To use large body parts (shoulder stand and v-sit) to perform a well controlled balance. To be able to take their weight on their hands safely and with increasing confidence. To perform a well coordinated and controlled circle roll which can be used as part of a sequence.

Physical Skills – Key Stage 1

	EYFS – 30 – 50 months Ref: F1	EYFS – 40 – 60+ months Ref: F2	Year 1 Ref: 1	Year 2 Ref: 2
Running Ref: a	<ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Runs safely on whole foot. 	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses changes in direction and speed to find and use space. 	<ul style="list-style-type: none"> Able to identify space and move into it when playing chasing and avoiding games. Understands what pace means and can perform the correct running technique when travelling at different paces Able to select the correct pace for a short and long-distance race. 	<ul style="list-style-type: none"> Able to identify where to run and decide when is the best time to move in chasing and avoiding games. Beginning to be able to select different paces of running for different activities Able to run for increasingly prolonged periods of time
Jumping Ref: b	<ul style="list-style-type: none"> Can jump confidently using two feet Can hop for a short period of time 	<ul style="list-style-type: none"> Can jump using two feet safely and successfully Can jump over small obstacles Jumps off an object and lands appropriately Able to hop confidently Able to leap confidently 	<ul style="list-style-type: none"> Able to land safely, with control and balance, when performing a range of jumps. Able to confidently link jumps together to achieve a greater distance. 	<ul style="list-style-type: none"> Beginning to develop different types of take-off and landing techniques Shows a developing understanding of the techniques required to jump for distance
Throwing Ref: c	<ul style="list-style-type: none"> Beginning to develop their awareness of aiming when throwing an object Beginning to show increasing control and accuracy when throwing a small ball or bean bag 	<ul style="list-style-type: none"> Shows increasing control over an object when pushing, patting and throwing. Shows a preference for a dominant hand when throwing 	<ul style="list-style-type: none"> Able to accurately throw a ball or bean bag to catch themselves. Able to use an underarm throw to accurately send a ball or bean bag to a partner or at a target. Able to use two hands to send a large ball with increasing accuracy to a partner or a target. To use hands to bounce a ball with control. 	<ul style="list-style-type: none"> Able to confidently move a ball or bean bag from one hand to the other when stationary and when moving. Able to catch with one hand when working individually and with a partner. Can throw a large ball using two hands accurately Able to aim at high, low, stationary and moving targets using different types of throw and different types of equipment
Catching Ref: d	<ul style="list-style-type: none"> Able to track the flight of an object as it moves Can catch a large ball 	<ul style="list-style-type: none"> Shows increasing control when catching an object Is beginning to track the flight of an object into their hands Demonstrates bouncing and catching skills using a range of different sized balls 	<ul style="list-style-type: none"> Able to consistently stop rolling or bouncing bean bags or small balls Move to catch or stop a bean bag or small ball with some consistency Able to move into a good position to catch or stop a bouncing or non-bouncing ball 	<ul style="list-style-type: none"> Able to use two hands to dribble a ball, including changing speed and direction. Able to use one hand to dribble a ball with some control Able to run after and towards a rolling or bouncing ball, retrieve and throw to return. Able to move into space to catch a ball or bean bag (stationary or moving).
Kicking Ref: e	<ul style="list-style-type: none"> Is becoming more confident when kicking a large ball 	<ul style="list-style-type: none"> Shows increasing control over an object when kicking it. Is beginning to show how small movements can be used to dribble a football with some success Can use feet to move a ball in different directions Can stop a large ball using only their feet 	<ul style="list-style-type: none"> Able to use feet to accurately move a ball around an area while keeping control. Able to kick a ball to a partner or at a target with accuracy and control. 	<ul style="list-style-type: none"> Able to dribble a ball using their feet, including changes of speed and direction. Able to send a ball to a moving (partner) or a stationary target using feet.
Agility Ref: f	<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment Can change direction when moving at speed 	<ul style="list-style-type: none"> To move with control, changing direction and speed when playing avoiding and chasing games. 	<ul style="list-style-type: none">

Balance Ref: g	<ul style="list-style-type: none"> Can stand momentarily on one foot when shown Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. 	<ul style="list-style-type: none"> Can balance on one foot for longer periods of time Has an awareness of strategies to support balancing Mounts stairs, steps or climbing equipment using alternate feet. 		
Co-ordination Ref: h	<ul style="list-style-type: none"> Can negotiate space successfully when walking and running 	<ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> To demonstrate good coordination when using hands to pass a ball around the body. To use a racket to move with a ball (on the racket and on the ground). To use a racket accurately to strike a ball to a partner including in a cooperative rally. (On the ground) 	<ul style="list-style-type: none"> Able to bounce a ball up and down on a racket with control. Able to strike a ball towards a stationary target with control.
Gymnastics Ref: i	<ul style="list-style-type: none"> To travel safely in a variety of different ways. To travel in different ways using short, long, fast and slow steps. To jump and land appropriately. To balance using different parts of the body in a controlled way. To use different parts of the body to perform a rocking action. To use 3 and 4 parts of the body to balance and travel. To move confidently in different ways, including rolling. 		<ul style="list-style-type: none"> To develop strength and flexibility when performing a range of basic gymnastics shapes. To move confidently, using changes in speed, level and direction and combine different ways of travelling in a sequence. To show control and balance when performing a range of jumps. To perform and link different balances with control and strength. To develop a range of rocking actions, including tuck. To perform a forward roll and combine it with a range of other shapes actions and movements in a sequence. To remember and repeat short sequences of movements 	<ul style="list-style-type: none"> To demonstrate improving strength, flexibility and control when performing a range of basic gymnastic shapes. To travel with body weight partly supported by hands. To perform a range of jumps individually and as part of a sequence, demonstrating control and good balance when taking off and landing. To demonstrate strength and control when performing balances using different body parts. To perform rocking actions in pike and straddle shapes with good strength and body tension demonstrated To perform a forward roll with control and with a clear starting and finishing position.
Dance	<ul style="list-style-type: none"> TBC 		<ul style="list-style-type: none"> To create movements to resemble a specific theme/ character. To remember and repeat a short movement phrase in time with the beat and other group members. To perform movements at different speeds to help tell a story. To use different levels within a dance to help portray a character / story To know a range of expressions, moods and feelings and use a selection in the dance to help complete the story. 	<ul style="list-style-type: none"> To create and explore body actions which resemble aspects of a given theme (e.g. winter), performing them with control. To explore, remember and link a range of actions, performing them with increasing control. To compose a short dance phrase including actions which represent a given theme, performing with increasing control and co-ordination. To compose and perform a short dance phrase that expresses the feelings and ideas of a given theme.