

## Key Stage 2 Physical Skills

|                     | Year 3<br>All of the previous year groups skills,<br>plus...   | Year 4<br>All of the previous year groups skills,<br>plus...   | Year 5<br>All of the previous year groups skills,<br>plus...  | Year 6<br>All of the previous year groups skills,<br>plus...   |
|---------------------|--|--|---|--|
| Agility and Running | Change direction quickly when running.   |  |   |  |
|                     | Perform simple dodging movements successfully to receive a pass and use signalling to communicate to team members.   | Use a change of speed and direction to avoid a defender.   |   |  |
|                     | Run at different paces.  | Run for sustained periods of time at a pace suitable for their fitness levels.   | Show improving stamina when running over longer distances.  | Show increasing stamina when running over longer distances.  |
|                     | Beginning to show the correct technique for running.   | Use the correct technique for running.   | Run using the correct technique consistently  | Be able to use the 3-point start technique   |
| Balance             | Shows increased strength and control when performing a wide range of <b>balances</b> using different body parts (Front/ Side and Rear support, Arch, Dish, Crab and Bridge). | Demonstrate increased strength and control when performing and moving between support shapes and <b>balances</b> , including shoulder stand. | To use large body parts (head) to perform a well-controlled <b>balance</b> .  | Perform a well-controlled and <b>balanced</b> handstand.   |
| Co-ordination       | Can hold a range of rackets, bats and sticks, using the correct <b>grip</b> .  | Able to hold a rugby ball using the correct <b>grip</b> .  |   |  |
|                     | Able to <b>dribble</b> a ball using two hands (basketball) and hockey stick, changing speed and direction.   | Able to <b>dribble</b> a ball using one hand (basketball), feet (football) and a hockey stick, showing increasing speed and control.         |   |  |
|                     | Can <b>pass</b> a ball with increasing accuracy using a hockey stick, with a rugby ball and a chest, bounce and overhead pass in basketball/ netball.                        | Able to <b>pass</b> a ball with accuracy and more consistent technique (football, basketball, tag rugby, hockey).                            | Able to <b>pass</b> a ball with accuracy and more consistent technique (football, basketball, netball, tag rugby, hockey) to a moving target. | Able to successfully <b>send</b> and return a tennis ball as part of a rally using both forehand and backhand.   |
|                     | <b>Strike</b> ball using a range of bats (Rounders, cricket, tennis) with increasing consistency.  | Able to <b>strike</b> a ball with a more consistent technique.   |   | Be able to serve with accuracy using the correct overhead technique (tennis) and underarm technique (Badminton). |

|          |   |   |   |  |
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|          | Perform a forehand and backhand shot and with some control and accuracy.  | Perform a forehand and backhand shot and with increasing control, accuracy and consistency.                           |   |  |
| Jumping  | Perform a wide range of <b>jumps</b> demonstrating improved control and balance when taking off and landing – (Straight, Star, Tuck jump, change of direction). | To take off and land with control, demonstrating precision when using a range of <b>jumping</b> actions (see Year 3). | To use rotations (1/4 and ½ turn) to increase the difficulty of a <b>jump</b> . | To perform a range of <b>jumps</b> , including rotations (3/4 and full turn).            |
|          | Able to perform a range of different take offs and landing variations (1 foot to 2 feet, 2 feet to 1 foot, 1 foot to 1 foot).                                   | Able to perform a ‘standing long jump’ with control and begin to refine their technique.                              | Able to perform a ‘standing long jump’ with increasing power.                   |  |
|          |   |   | Able to perform the basic ‘triple jump’ technique with some control.            | Able to perform the ‘triple jump’ with control and increasing distance.                  |
| Throwing | Throwing using an underarm and overarm throw with control, accuracy and fluency.  | Throwing using an underarm and overarm throw with consistency and accuracy.   | Able to perform an improving overarm bowl (cricket).                            |  |
|          |   |   | To perform the javelin throwing technique with some consistency and control.    | To perform the javelin throwing technique with increased power, consistency and control. |
|          |   |   |   | To perform the shot putt technique with consistency, fluency and control.                |
| Catching | Able to retrieve a rolling ball and link with other actions effectively and with accuracy.  | Able to catch a ball with one or two hands consistently, with increasing speed.                                       |   |  |
|          | Able to catch a wider range of balls, including at different heights, using different techniques (one-hand/ two hands).   |   |   |  |

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| <b>Gymnastics</b> | Develop a wider range of standing, sitting and lying <b>shapes</b> , with strength, flexibility and control.   |  |   |   |
|                   | Refine known <b>travelling</b> movements (monkey walk/ crab walk/ bunny jumps) when moving on floor or apparatus to show increasingly fluent movements.                      |  | To perform a cartwheel safely and with control as a form of <b>travelling</b> .       |   |
|                   | Perform a wide range of <b>jumps</b> demonstrating improved control and balance when taking off and landing – (Straight, Star, Tuck jump, change of direction).              | To take off and land with control, demonstrating precision when using a range of <b>jumping</b> actions (see Year 3).                        | To use rotations (1/4 and ½ turn) to increase the difficulty of a <b>jump</b> .       | To perform a range of <b>jumps</b> , including rotations (3/4 and full turn). |
|                   | Shows increased strength and control when performing a wide range of <b>balances</b> using different body parts (Front/ Side and Rear support, Arch, Dish, Crab and Bridge). | Demonstrate increased strength and control when performing and moving between support shapes and <b>balances</b> , including shoulder stand. | To use large body parts (head) to perform a well-controlled <b>balance</b> .          | Perform a well-controlled and <b>balanced</b> handstand.                      |
|                   | Perform a wider range of <b>rolls</b> with good control and body tension (Straight, Tuck, Egg, Shoulder, Forwards).  | To perform a backwards <b>roll</b> safely and with good control.   |   | To perform a well-coordinated and controlled circle <b>roll</b> .             |
|                   |  |  | To be able to take their weight on their hands safely and with increasing confidence. |   |

### Glossary and Notes:

- **Control** – Movements carried out with consideration and planning (Should be able to stop at any point)
- **Accuracy** – End result (To what extent is the desired end result being achieved)
- **Consistency** – Frequency (To what extent is the skill being carried out as it should be e.g. striking a ball.)
- **Manoeuvre** – To roll or dribble, including using equipment such as a racket or hockey stick.

### Please Note:

= Not an applicable skill that is a KEY focus within this year group.

This does NOT mean that it is not featured within lessons, or shouldn't be developed. It is just that the skill should either have already been mastered (for children that are working at A.R.E), or that the skill is not introduced/ developed until later on in the curriculum.