



Wirksworth Junior School. PE– Skills ladder



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National curriculum (coverage **y3/4** and **both**)

By the end of key stage 2 pupils should be taught:

Pupils should continue to

- Apply and develop a broader range of skills.
- Learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Breadth of study	Yr.3	Yr.4	
Plan A	Swimming/ Football Maypole dancing/Forest schools Gymnastics/ Hockey Netball/Forest schools Yoga/Forest schools		Forest school/Football Gymnastics/Tag rugby Forest school/Maypole dancing Benchball/Hockey Rounders/OAA



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	Athletics/OAA		Sailing (y6) /Athletics	
Plan B	Swimming/ Football Maypole dancing/Forest schools Gymnastics/ Hockey Netball/Forest schools Yoga/Forest schools Athletics/OAA		Forest school/Fitness Gymnastics/Tag rugby Forest school/Dancing Maypole dancing/Hockey Cricket/OAA Sailing (y6)/Athletics	
Games	I can stop a ball with basic control. I can send a ball in the direction of another person. I can take part in sending and receiving. I can talk about exercising, safety and short-term effects of exercise. (PHSE, Science)	I can stop / catch a ball with control. I can pass a ball to someone else. I can take part in opposed conditioned games. I understand about exercising, safety and short-term effects of exercise. (PSHE, Science)	I am beginning to influence opposed conditioned game. (Maths) I can control and catch a ball with movement. (Science) I can accurately pass to someone else. I can talk about reasons for warming up / why exercise is good for health. (Science)	I can control and catch a ball and accurately pass whilst moving. I can take part in conditioned game with understanding of tactics and rules. (Maths) I can move with a ball in opposed situations. (Science) I can understand / use principles of warm up and why exercise is good for health. (Science)
Gymnas tics	I can copy and explore basic actions with some control and co-ordination.	I can copy, remember, explore and repeat simple actions varying speed and levels.	I can copy, remember, explore and repeat simple actions, and link and vary ideas with control and co- ordination. I can apply compositional ideas to sequences alone and with others.	I can link ideas, skills and techniques with control, precision and fluency when performing basic skills.

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	I have begun to choose and link basic actions and can recognise and use space appropriately. I can watch and discuss my own work and that of my peers. (English – speaking and listening) I can safely perform teacher led warm-up and are aware of others. (Science, PHSE)	I am beginning to select simple actions to construct basic sequences. I am beginning to identify the difference between my performance and that of others. I understand the need for warm up and cool down, and what is happening to my body during exercise.	I can describe my own and others work noting similarities and differences. (Speaking & Listening, Maths) I can make suggestions for improvements. (Maths) I can understand working safely, recognise changes in my body and can give reasons why PE is good for health. (Science, PSHE)	Understands composition by performing more complex sequences. I can describe how to refine, improve and modify performances. (Science, Speaking & Listening) I can demonstrate specific aspects of warm-up and describe effects of exercise on the body. (Science)
Dance	I can copy and explore basic actions with some control and co-ordination. I have begun to choose and link basic actions and can recognise and use space appropriately. I can watch and discuss my own work and that of my peers. (English – speaking and listening)	I can perform with control and co-ordination. I can respond imaginatively to a variety of stimuli. I can vary dynamics, levels, speed and direction. I can discuss my own and others performance with simple	I can demonstrate precision, control and fluency in response to stimuli. I can vary dynamics and develop actions with a partner or as part of a group. (PSHE, Science) I can continually demonstrate rhythm and spatial awareness.	I can demonstrate precision, control and fluency in response to stimuli I can vary dynamics and develop actions with a partner or as part of a group (PSHE) I continually demonstrate rhythm and spatial awareness



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	I can safely perform teacher led warm-up and are aware of others. (English – speaking and listening)	vocabulary. (English – speaking and listening) I can understand the need for warm up and cool down. (Science)	I can modify my performance and that of others as a result of observation & basic understanding of the structure of the body. (Science)	I can modify my performance and that of others as a result of observation and basic understanding of the structure of the body. (Science)
Athletics	I can develop fluency in running and walking activities, develop coordination in running for speed. I can develop skills to make relay changeovers Throwing Learn how to send an object with force I can develop fluency and coordination in jumping I understand how their bodies respond to jumping activities Watch copy and describe good technique (Science)	I know how to accelerate quickly from a stationary position. I can choose the best changeover technique. I can develop and awareness of time, distance, speed and pace judgement. I can develop an awareness of distance. Use different throwing techniques. I can develop body position in the flight phase Describe the basic techniques for jumping.	I understand how to use pace I am able to receive the baton on the move I am able to use a chest push. Throw a javelin with control I can jump over hurdles, knowing which leg to lead with	I am able to use the turning boards I can throw a javelin with control I understand the 3 phases of the Standing Triple Jump Be able to perform the Standing



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OAA	I can listen to instructions and ideas from a partner/ adult. (Speaking and listening)	I can play problem solving and adventure games introducing new challenges such as non- verbal communication/ no physical contact.	I can devise appropriate responses to challenges and tasks, adapting to changing circumstances. (Science, PSHE)	Plan and organise a complex orienteering trail using maps and compasses in unfamiliar settings. (Maths, English, Geography)
	I can give own ideas to others in a clear and direct way. (Speaking and listening)	I can plan individually, in a pair and with a group to solve a problem.	I am responsible for the safety of a group. (PSHE)	Plan a route and a series of clues for someone else.(Maths, English, Geography)
	I can ask questions to peers.(Speaking and listening)	I can discuss and work with others in a group.	I can apply the skills needed to stay safe outdoors (Science, Forest Schools)	Plan with others, taking account of safety and dangers. (PSHE, English)
	I can demonstrate an understanding of how to stay safe. (PHSE)	I know how to keep themselves and others safe.	I can plan and organise a simple orienteering trail using maps and compasses .(Maths, English, Geography)	Identify potential hazards and devise strategies to ensure that everyone stays safe. (PSHE, Science, Maths)
	I can follow an OS map of the school and its local area.(Geography)	I can follow a route within a time limit.	I can follow a map to an unknown location. (Geography, Maths, English)	Locate symbols/ places on a map and give the grid reference
	I can use clues to follow a route.	I can read an OS map using a key and symbols.	I can use clues and a compass to navigate a route off site (Maths, Geography)	Find a location from a grid reference
	I can use a compass and 4 figure grid references to find a place. (Maths)	I can construct a basic shelter on school grounds.		Take part in a competition within class to complete a route



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	I can create instructions for other to find a place in school using the 8 compass directions. (Maths, English)	I can use simple equipment. I can describe what they have done using an increasing range of vocab. I can use ICT to document adventures	I can change my route to overcome a problem. (Maths, PSHE) I can experience varying terrain (Maths, Geography). I can make a judgement about my own and other performance and use this to improve. (PSHE) I can use ICT to record and evaluate my performance. (ICT, Science)	View and appraise their own and other performances using ICT and appropriate language. (Geography, Maths, PSHE, ICT) <i>School provides additional swimming to all children who are not confident or competent in swimming at least 25 metres</i>
Swimming		I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.		



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		I can perform safe self-rescue in different water-based situations.		
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