

NATIONAL CURRICULUM 2014: Coverage and Progression in P.E. KS2

P.E.	Elements	<p><u>In All Year Groups:</u></p> <p><u>Rationale. Planning and delivery expectations</u> 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. (Acquiring and developing skills/selecting and applying skills/knowledge and understanding/evaluating and improving). <u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • 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. <p>Swimming and water safety Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p><u>Equal Opportunities:</u> All children should be able to take part in PE regardless of age, gender, physique, ability or disability. Working to their own capability is encouraged.</p>			
		YEAR 3	YEAR 4	YEAR 5	YEAR 6
		Dance	<ul style="list-style-type: none"> - To improvise freely, translating ideas into movement - To create dance phrases that communicate ideas - To share and create dance phrases with a partner or in a small group - To repeat, remember and perform phrases in a dance - To use dynamic, rhythmic and expressive qualities clearly and with control - To understand the importance of warming up and cooling down - To recognise and talk about the movements involved in dance - To suggest improvements to personal and corporate dances 	<ul style="list-style-type: none"> - To respond imaginatively to a range of stimuli related to character and narrative - To use and structure simple movement phrases individually, in pairs and in groups - To refine, repeat and remember dance phrases and dances - To perform dances clearly and fluently - To show sensitivity to dance ideas - To show a clear understanding of how to warm-up and cool down safely - To describe, interpret and evaluate dance, using appropriate language 	<ul style="list-style-type: none"> - To compose motifs and plan dances creatively and collaboratively in groups - To adapt and refine the way weight, space and rhythm are used in dances - To perform different styles of dance clearly and fluently - To organise personal warm-up and cool-down exercises - To show an understanding of safe exercising - To recognise and comment on dances, showing an understanding of style - To suggest ways in which work can be improved

NATIONAL CURRICULUM 2014: Coverage and Progression in P.E. KS2

	Games	Striking and Fielding	<ul style="list-style-type: none"> - To use a range of skills eg throwing, striking etc with some control and accuracy - To choose and vary tactics to suit the situation in a game - To carry out tactics successfully - To set up small games - To know rules and use them fairly to keep games going - To explain how to get ready to play games - To carry out warm-ups with care and an awareness of the body 	<ul style="list-style-type: none"> - To use a range of skills eg throwing, striking etc with some control and accuracy - To choose and vary tactics to suit the situation in a game - To carry out tactics successfully - To set up small games - To know rules and use them fairly to keep games going - To explain how to get ready to play games - To carry out warm-ups with care and an awareness of the body - To suggest what needs practising 	<ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To use and apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up 	<ul style="list-style-type: none"> - To strike a bowled ball - To use a range of fielding skills, with growing control and consistency - To work collaboratively in pairs, group activities and small sided games - To use and apply basic rules consistently and fairly - To understand and implement a range of tactics in games - To recognise the activities and exercises that need including in a warm up - To identify personal strengths and suggest practices to aid improvement
		Net and Wall	<ul style="list-style-type: none"> - To keep up a continuous game, using a range of throwing/catching skills - To use a small range of racket skills - To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent - To choose and use a range of simple tactics to defend the court - To adopt and refine rules - To make up net games, and understand the point of the game - To keep rules fairly and effectively - To recognise how net games make the body work 	<ul style="list-style-type: none"> - To keep up a continuous game, using a range of throwing/catching skills - To use a small range of racket skills - To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent - To choose and use a range of simple tactics to defend the court - To adopt and refine rules - To make up net games, and understand the point of the game - To keep rules fairly and effectively - To recognise how net games make the body work - To talk about good performance and recognise aspects to be improved 	<ul style="list-style-type: none"> - To use forehand, backhand and overhead shots increasingly well in the games played - To volley well - To use the skills they prefer with competence and consistency - To understand the need for tactics - To start to choose and use tactics effectively - To play co-operatively with a partner - To apply rules fairly and consistently - To identify appropriate exercises and activities for warming up and how the games make the body work - To pick out good aspects of performance and suggest ideas for improvement 	<ul style="list-style-type: none"> - To use forehand, backhand and overhead shots increasingly well in the games played - To volley well - To use the skills they prefer with competence and consistency - To understand the need for tactics - To start to choose and use tactics effectively - To play co-operatively with a partner - To apply rules fairly and consistently - To identify appropriate exercises and activities for warming up and how the games make the body work - To pick out good aspects of performance and suggest ideas for improvement

NATIONAL CURRICULUM 2014: Coverage and Progression in P.E. KS2

		Invasion	<ul style="list-style-type: none"> - To throw and catch, with control, to keep possession and score 'goals' - To be aware of space and use it to support team mates and cause problems for opponents - To know and use rules fairly to keep games going - To keep possession with some success when using equipment that is not used for throwing and catching skills - To explain why it is important to warm up and cool down - To say when a player has moved to help others - To apply knowledge to games play 	<ul style="list-style-type: none"> - To play games with some fluency and accuracy using a range of techniques - To find ways of attacking successfully when using other skills - To use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to 'score' - To know the rules of the games - To understand the need for defence as well as attack - To understand how strength, stamina and speed can be improved by playing invasion games - To lead partners through simple warm up routines - To watch and describe others performances and suggest practices that will improve them 	<ul style="list-style-type: none"> - To pass, dribble and shoot with control in games - To identify and use tactics to help the team keep the ball and advance it - To mark opponents and help each other in defence - To know and carry out warm up activities that use exercises useful for invasion games - To pick out parts of performance that could be improved, and suggest ideas and practices to make them better 	<ul style="list-style-type: none"> - To use different techniques for passing, controlling, dribbling and shooting the ball in games - To apply basic principles of team play to keep possession of the ball - To use marking, tackling and/or interception to improve defence - To play effectively as part of a team - To know what position to play in and how to contribute when attacking and defending - To plan practices and warm ups - To recognise personal strengths and weaknesses and those in others - To suggest ideas that will improve performances
	Gymnastics	<p>Pupils explore simple skills (they copy, remember, repeat and explore)</p> <ul style="list-style-type: none"> - They perform simple actions with control and coordination. - They vary skills, actions and ideas and link these in ways that suit the activities. - They begin to show some understanding of simple tactics and basic compositional ideas. - They talk about differences between their own and others' performance and suggest improvements. - They understand how to exercise safely, and describe how their bodies feel during different activities. 	<p>Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.</p> <ul style="list-style-type: none"> - They show that they understand tactics and composition by starting to vary how they respond. - They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. - They give reasons why warming up before an activity is important, and why physical activity is good for their health. 	<p>Pupils link skills, techniques and ideas and apply them accurately and appropriately.</p> <ul style="list-style-type: none"> - Their performance shows precision, control and fluency, and that they understand tactics and composition. - They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. - They explain and apply basic safety principles in preparing for exercise. - They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health. 	<p>Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <ul style="list-style-type: none"> - When performing, they draw on what they know about strategy, tactics and composition. - They analyse and comment on skills and techniques and how these are applied in their own and others' work. - They modify and refine skills and techniques to improve their performance. - They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. - They explain why regular, safe exercise is good for their fitness and health. 	

NATIONAL CURRICULUM 2014: Coverage and Progression in P.E. KS2

P.E.	Swimming	<ul style="list-style-type: none"> - N/A 	<ul style="list-style-type: none"> - To swim between 10 and 20m unaided in shallow water, using one basic method to achieve the distance - To use floats to swim longer distances with a more controlled leg-kick - To join in all swimming activities confidently - To explore how to move in and under water - To recognise how swimming affects breathing - To identify and describe differences between different leg and arm actions 	<ul style="list-style-type: none"> - To swim between 10 and 20m unaided in shallow water, using one basic method to achieve the distance - To use floats to swim longer distances with a more controlled leg-kick - To join in all swimming activities confidently - To explore how to move in and under water - To recognise how swimming affects breathing - To identify and describe differences between different leg and arm actions 	<ul style="list-style-type: none"> - To swim between 5 and 100m and keep swimming for 45 – 90 seconds - To use three different strokes, swimming on both front and back - To control breathing - To swim confidently and fluently on the surface and under water - To solve specific problems and challenges as part of a group - To recognise how swimming affects the body and pace efforts to meet challenges - To suggest activities to improve personal performance
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NATIONAL CURRICULUM 2014: Coverage and Progression in P.E. KS2

P.E.	athletic activities	<ul style="list-style-type: none"> - demonstrate the five basic jumps on their own, <i>eg a series of hops</i>, and in combination, <i>eg hop, one-two, two-two</i>, showing control at take-off and landing - run continuously for about one minute and, when required, show the difference between running at speed and jogging - throw with increasing accuracy and coordination into targets set at different distances - demonstrate a range of throwing actions using a variety of games equipment - use different techniques, speeds and effort to meet challenges set for running, jumping and throwing - describe what happens to their heart, breathing and temperature during different types of athletic activity - identify and describe different running, jumping and throwing actions - explain what is successful and what they have to do to perform better 	<ul style="list-style-type: none"> - run consistently and smoothly at different speeds - demonstrate different combinations of jumps, showing control, coordination and consistency - throw a range of implements into a target area with consistency and accuracy - recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment - pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action - identify and record when their body is cool, warm and hot - recognise and record that their body works differently in different types of challenge and event - carry out stretching and warm-up activities safely - watch and describe specific aspects of running, jumping and throwing styles - suggest, with guidance, a target for improving distance or height 	<ul style="list-style-type: none"> - sustain their pace over longer distances, <i>eg sprint for seven seconds, run for one or two minutes</i> - throw with greater control, accuracy and efficiency - perform a range of jumps showing power, control and consistency at both take-off and landing - organise themselves in small groups safely, and take turns and different roles - know and understand the basic principles of relay take-overs - take part well in a relay event - perform a range of warm-up activities - explain how warming up can affect their performance - say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity - watch a partner's athletic performance and identify the main strengths - identify parts of the performance that need to be practised and refined, and suggest improvements 	<ul style="list-style-type: none"> - sustain their pace over longer distances, <i>eg sprint for ten seconds, run for 4 or 5 minutes</i> - throw further with greater control, accuracy and efficiency - perform a range of jumps showing power, control and consistency at both take-off and landing with increasing distance - organise themselves in larger groups safely, and take turns and different roles - to apply relay take-overs to competitive races - perform and instruct others in a range of warm-up activities - explain in detail how warming up can affect their performance - say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity using specific examples - watch a partner's athletic performance and identify the main strengths and weaknesses - identify parts of the performance that need to be practised and refined, suggest improvements and ensure that these are applied
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P.E.	outdoor and adventurous activities.	<ul style="list-style-type: none"> - orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses - use skills with control in problem-solving activities - realise that activities need thinking through, and recognise that planning is useful - choose sensible skills and approaches for the challenges set - meet the challenges effectively in teams - identify how their bodies work in the different challenges set - conserve their efforts and keep their concentration during tasks - prepare themselves effectively and follow safety procedures - learn from watching others and use what they have seen to improve their own performance - use the repeated trials, courses and challenges to develop and change the approaches they use 	<ul style="list-style-type: none"> - orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses - use skills with control in problem-solving activities - realise that activities need thinking through, and recognise that planning is useful - choose sensible skills and approaches for the challenges set - meet the challenges effectively in teams - identify how their bodies work in the different challenges set - conserve their efforts and keep their concentration during tasks - prepare themselves effectively and follow safety procedures - learn from watching others and use what they have seen to improve their own performance - use the repeated trials, courses and challenges to develop and change the approaches they use 	<ul style="list-style-type: none"> - read a variety of maps and plans accurately, recognising symbols and features - use physical and teamwork skills well in a variety of different challenges - successfully apply their skills and understanding to new challenges and environments - recognise similarities between challenges and choose efficient approaches to new ones. - understand the excitement and enjoyment of completing a challenge - know how to prepare physically and organisationally to be safe and efficient - are clear about what they have to achieve and recognise the importance of planning and thinking as they go - identify what they have done well and adapt plans to be more efficient when facing similar challenges 	<ul style="list-style-type: none"> - read a variety of maps and plans accurately, recognising symbols and features - use physical and teamwork skills well in a variety of different challenges - successfully apply their skills and understanding to new challenges and environments - recognise similarities between challenges and choose efficient approaches to new ones. - understand the excitement and enjoyment of completing a challenge - know how to prepare physically and organisationally to be safe and efficient - are clear about what they have to achieve and recognise the importance of planning and thinking as they go - identify what they have done well and adapt plans to be more efficient when facing similar challenges
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<http://www.longmoorprimary.com/cms/media/curriculum/PESchemeofWork.pdf>