



## PE curriculum KS2

### Key Stage 2

Pupils should continue to develop from KS1 by applying and developing a broader range of skills, learning how to use them in different ways and linking 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.

### Year 3/4

#### Cycle one

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pupils should know...</b> (core knowledge and concepts to be learned)	<b><u>Football</u></b>  To be competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands,	<b><u>Gymnastics</u></b>  To demonstrate changes of direction, speed & level in competitive environments or	<b><u>Multi skills</u></b>  To throw and catch displaying with accuracy, in isolation and varied environments	<b><u>Dance</u></b>  To move in a fluent and expressive manner  To plan, perform and repeat	<b><u>Orienteering</u></b>  To plan, perform and repeat sequences of movements in a group	<b><u>Athletics</u></b>  To demonstrate changes of direction and speed during competition



## PE curriculum KS2

	<p>Jump, Balance &amp; Coordination)</p> <p>To use the fundamentals of movement to employ simple tactics in competitive environments</p> <p>To display and understanding of fair play, respect and working well with others</p>	<p>during performances</p> <p>To move in a fluent and expressive manner</p> <p>To plan, perform and repeat sequences of movements in a group</p>	<p>To explore the fundamentals of movement (jog, sprint, hop, weight on hands, jump, balance &amp; coordination)</p> <p>To use fundamentals of movement to employ simple tactics in competitive environments</p>	<p>sequences of movements in a group</p> <p>To display an understanding of fair play, respect and working well with others</p>	<p>To use the fundamentals of movement to employ simple tactics in competitive environments</p> <p>To display an understanding of fair play, respect and working well with others</p>	<p>To demonstrate an understanding of how the body changes/functions during exercise</p> <p>To be competent in the fundamentals of movement</p>
<p><b>Pupils should be able to do...</b> (Skills being developed)</p>	<p>Looks up occasionally when dribbling</p> <p>Looks up to find someone to pass to, mostly keeping control of the ball</p> <p>Tries to play within the rules</p>	<p>Copies and remembers simple gymnastic sequences, demonstrating some control</p> <p>Demonstrates the appropriate arm movements when jumping</p> <p>Undertakes directed physical</p>	<p>Demonstrates the appropriate arm movements when jumping</p> <p>Throws and catches a small ball with a partner with some accuracy, knowing they may have to move to catch it</p>	<p>Uses a theme as the basis for dance</p> <p>Remembers a basic routine lasting twelve counts</p> <p>States what they did well or found difficult in a physical activity, giving reasons why</p>	<p>Listens to others in a small group and puts forward own ideas when finding solutions to simple problems</p> <p>Undertakes a range of physically active pursuits e.g. outdoor exploration</p>	<p>Runs at a speed appropriate to the distance</p> <p>Measures distance and works to improve e.g. when jumping/hopping</p> <p>Demonstrates the appropriate arm movements when jumping</p>



## PE curriculum KS2

		activity for ten minutes	Throws ball into a container		Initiates physical activity for ten minutes	
<b>Key terminology</b>	Goal Dribble Pass Stop Ball Gates Shots Goal	Crab Position Stretch Apparatus Travelling Balance Routine	Throw Catch Balance Coordination	Travel Freeze Creative Movement Beat Routine Unison	North South East West Compass Map	Long jump Relay Stretch Throwing Sprinting Hurdle Triple jump
<b>Cycle two</b>						
<b>Pupils should know...</b> (core knowledge and concepts to be learned)	<b><u>Football</u></b>  To utilise changes of direction, speed & level during performances and competition to succeed  To select and utilise appropriate tactics and techniques to cause problems for opponents.	<b><u>Gymnastics</u></b>  To utilise changes of direction, speed & level during performances to succeed  To display an understanding of fair play, working well with others & leading a small group	<b><u>Multi skills</u></b>  To select and utilise appropriate tactics and techniques to cause problems for opponents.  To display an understanding of fair play, working well with others and leading a small group	<b><u>Dance</u></b>  To create movements that convey a clear stimulus, refining movements into sequences  To display an understanding of fair play, working well with others & leading a small group	<b><u>Orienteering</u></b>  To utilise changes of direction, speed & level during performances to succeed  To display an understanding of fair play, working well with others & leading a small group	<b><u>Athletics</u></b>  To demonstrate changes of direction, speed and level in competitive environments or during performances  To demonstrate a clear understanding of how the body changes/function s during exercise



## PE curriculum KS2

	To display an understanding of fair play, working well with others & leading a small group	To plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements	To adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control).	To plan, perform and repeat sequences of movement, experimenting with travelling and complex movements	To change running styles according to distance, with the intention of beating personal best's	To use the fundamentals of movement to employ simple tactics in competitive environments
<b>Pupils should be able to do...</b> (Skills being developed)	<p>Demonstrates some control whilst stopping, running or changing direction with a ball</p> <p>Uses a range of passess</p> <p>Follows the referee's decisions</p>	<p>Suggests how they can improve their performance</p> <p>Initiates physical activity for fifteen minutes</p> <p>Performs with some accuracy</p>	<p>Demonstrate different combinations of jumps with control</p> <p>Demonstrates a range of throwing actions using a variety of objects</p> <p>Demonstrates some control whilst stopping, running or changing direction with a ball</p>	<p>Changes level, pace and direction during dance</p> <p>Suggests how they can improve their performance</p> <p>Demonstrates elements of good sportsmanship</p>	<p>Communicates effectively with teammates</p> <p>Describes a location using eight points of a compass with support</p> <p>Finds information in a range of maps</p>	<p>Demonstrates a range of throwing actions using a variety of objects</p> <p>Takes a running jump</p> <p>Suggests how they can improve their performance</p>
<b>Key terminology</b>	Control Instep Target	Performance Routine Limb	Obstacle Direction Position	Travel Freeze Expression	Direction Orienteer 'thumb the map'	Long jump Relay Technique



## PE curriculum KS2

	Dribble Passing Strike	Balance Squat Tuck jump	Competition Agility Fitness	Routine Performance	Obstacle Hurdles Checkpoint	Shot put Javelin Triple jump
<b>Year 5/6</b>						
<b>Cycle one</b>						
<b>Pupils should know...</b> (core knowledge and concepts to be learned)	<b><u>Basketball</u></b>  To select and utilise appropriate tactics and techniques  To display and understanding of fair play, working well with others  To adapt throwing technique to ensure success	<b><u>Gymnastics</u></b>  To use knowledge of the body & exercise to improve various fitness components  To create complex & well executed sequences containing a variety of gymnastic components  To display understanding of fair play, working well with others & leading a	<b><u>Table tennis</u></b>  To use knowledge of the relationship between the body and exercise to improve various fitness components  To develop skills of field, defend and attack tactically by anticipating the direction of play  To utilise new skills in competitive situations, as an individual or part of a team	<b><u>Dance</u></b>  To compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely  To display understanding of fair play, working well with others & leading a medium sized group  To utilise new skills in competitive situations, as an	<b><u>Orienteering</u></b>  To display an understanding of fair play, working well with others and leading a medium sliced group  To utilise new skills in competitive situations, as an individual or part of a team	<b><u>Athletics</u></b>  To use knowledge of the body & exercise to improve various fitness components  To utilise new skills in competitive situations, as an individual or part of a team  To utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run



## PE curriculum KS2

		medium sized group		individual or part of a team		
<b>Pupils should be able to do...</b> (Skills being developed)	<p>Describes and plays within basic rules</p> <p>Begins to choose a particular throw to return the ball quickly and accurately</p> <p>Passes a ball over a short distance, mid-range distance and longer distance</p>	<p>Demonstrates different combinations of jumps with control</p> <p>Links actions to create a phrase</p> <p>Applies safety considerations when participating in an activity/using equipment</p>	<p>To consistently hit a ball over a net</p> <p>To undertake directed physical activity for 20 minutes</p> <p>To change pace to maintain effective play</p>	<p>Performs basic routines with some fluency and control</p> <p>Demonstrates some rhythmic and expressive qualities in their dance</p> <p>Remembers a basic routine lasting sixteen counts</p>	<p>Runs at an even pace over longer distances</p> <p>Logs changes in heart rate during different activities in a variety of ways</p> <p>Demonstrates perseverance</p>	<p>Suggests how they can improve their running technique/time</p> <p>Measures some different field and track events</p> <p>Changes elements of their throw to further or shorten distance</p>
<b>Key terminology</b>	<p>Travelling</p> <p>Double dribble</p> <p>Dribbling</p> <p>The ready position</p> <p>Defending</p> <p>Attacking</p>	<p>Balance</p> <p>Performance</p> <p>Cardio</p> <p>Weight</p> <p>Skill</p> <p>Development</p>	<p>Direction</p> <p>Manipulate</p> <p>Bat</p> <p>Backhand</p> <p>Grip</p> <p>Index finger</p>	<p>Travel</p> <p>Dance stimulus</p> <p>Gesture</p> <p>Canon timing</p> <p>Unison</p> <p>Rehearsal</p>	<p>Direction</p> <p>Orienteer</p> <p>'thumb the map'</p> <p>Obstacle</p> <p>Hurdles</p> <p>Checkpoint</p>	<p>Long jump</p> <p>Relay</p> <p>600m</p> <p>Shot put</p> <p>Javelin</p> <p>Triple jump</p>
<b>Cycle two</b>						
<b>Pupils should know...</b> (core knowledge and concepts to be	<b><u>Basketball</u></b>	<b><u>Gymnastics</u></b>	<b><u>Table tennis</u></b>	<b><u>Dance</u></b>	<b><u>Orienteering</u></b>	<b><u>Athletics</u></b>
	To select and utilise appropriate	To use knowledge of the	To use knowledge of the relationship	To compose creative and	To display an understanding of	To use knowledge of the



## PE curriculum KS2

learned)	<p>tactics and techniques</p> <p>To display and understanding of fair play, working well with others</p> <p>To use fundamental movements to be successful in competitive environments</p>	<p>relationships between the body &amp; exercise to improve all fitness components</p> <p>To create complex, demanding &amp; well executed sequences containing a variety of gymnastic components</p> <p>To display understanding of fair play, working well with others &amp; leading a large group.</p>	<p>between the body and exercise to improve various fitness components</p> <p>To develop accuracy of field, defend and attack tactically by anticipating the direction of play</p> <p>To independently utilise new skills in competitive situations, as an individual or part of a team</p>	<p>imaginative dance sequences with a clear stimulus, performing expressively and precisely</p> <p>To display understanding of fair play, working well with others &amp; leading a medium sized group</p> <p>To utilise new skills in competitive situations, as an individual or part of a team</p>	<p>fair play, working well with others and leading a medium sized group</p> <p>To utilise new skills in competitive situations, as an individual or part of a team</p>	<p>relationships between the body &amp; exercise to improve various fitness components</p> <p>To utilise new skills in competitive situations, as an individual or part of a team</p> <p>To utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run</p>
<p><b>Pupils should be able to do...</b> (Skills being developed)</p>	<p>To apply pressure to an opponent in possession</p> <p>Catches a ball cleanly thrown from a distance while moving</p>	<p>Demonstrates accuracy and technique in a range of jumping actions</p> <p>Pinpoints an area they know needs</p>	<p>To pinpoint an area they know needs improving in their performance</p>	<p>Copies and extends a dance motif</p> <p>Remembers a routine with 24+ counts</p>	<p>Sustains running at a consistent pace</p> <p>Recognises when to take the lead</p>	<p>Controls their takeoff when jumping</p> <p>Demonstrates good control, strength, speed and stamina in a</p>



## PE curriculum KS2

	Responds when circumstances change within a game	improving in their performance  Undertakes directed physical activity for twenty minutes	To explain how to improve their technique  Recognises their own achievements and the achievements of others  Varies the speed and direction of a ball	Varies and develops a routine using choreographic devices	Recognises when to let others take the lead	variety of athletic events  Sets themselves a time to beat
<b>Key terminology</b>	Overhead pass Javelin pass Chest pass Bounce pass Defence Angle	Travelling Rotate Apparatus Routine Symmetry Themes	Grip Backhand push Serve Forehand Competition	Travel Dance stimulus Gesture Canon timing Unison Rehearsal	North east South east North west south west Symbols Signals	Sprint Hurdles Triple jump Javelin Relay Middle distance running

### Swimming

Throughout year 5 & 6, students will be partaking in a minimum of twenty hours of swimming to give them an awareness of how to swim and keep safe in the water, building and developing existing skills. These skills include:

- Controls breathing when swimming
  - Skulls on the back, feet first
- Swims on front and back for 25 metres
  - Treads water for 60 seconds
- Collects three objects, which are fully submerged, in one breath
  - Swims using three different strokes
  - Performs self-rescue techniques





## PE curriculum KS2

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