Middlestown Primary Academy

PE: Key Stage 2



Progression of Learning Objectives

Physical Education: Key Stage Two

National Curriculum

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

In Key Stage 2, 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.

The national curriculum for swimming states that 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

Athletics	Competitive games	Gymnastics	Dance	Outdoor and Adventurous Activity	Evaluate
Pupils should be taught to use running, jumping, throwing and catching in isolation and combination	*Pupils should be taught to 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*	*Pupils should be taught to develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)*	*Pupils should be taught to perform dances using a range of movement patterns*	*Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team*	*Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best*

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Invasion Games	Invasion Games & Swimming	Invasion Games	Invasion Games
Autumn 2	Gymnastics	Gymnastics & Swimming	Gymnastics	Gymnastics
Spring 1	Dance	Dance & Swimming	Dance	Dance

Spring 2	Net and Wall	Net and Wall & Swimming	Net and Wall	Net and Wall
Summer 1	Athletics	Athletics & Swimming	Athletics	Athletics
Summer 2	Striking and Fielding	Striking and Fielding & Swimming	Striking and Fielding	Striking and Fielding

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	Athletics *Use running, jumping, throwing and catching in isolation and in combination*	**Competitive games** *Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending*	**Gymnastics** *Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics)*
Year 3	• Run at fast, medium and slow speeds; changing speed and direction • Take part in a relay, remembering to run only when the baton has been passed and to pass the baton at certain cross over parts in the race • Throw a range of implements into a target area with consistency and accuracy **Key concepts and abstract terms** **New** Speed Consistency **Revisited**	• Be aware of space and use it to support team-mates and to cause problems for the opposition • Know and use rules fairly • Throw and catch with control and from a varying distance • Use a range of skills to keep possession of the ball and make progress towards the goal, e.g. by keeping the ball close to your feet, staying on your toes and dodging the opposition • Vary the speed and direction of the ball **Key concepts and abstract terms** **New** Control Progress Speed **Revisited**	• Adapt sequences to suit different types of apparatus and criteria by changing the order and positions depending on the height of the apparatus • Adapt sequences to suit criteria by ensuring they are including the necessary elements specified, such as changing levels and speed, including a canon, including more balances • Explain that strength and suppleness affect their ability to hold balances, control actions, maintain fluency and clarity • Explore the use of floor, mat and apparatus using different shapes (straight, star, tuck, pike and straddle), ways of balance (knee, standing, arm, partner) and types of travel (marching, stepping, skipping, hopping, bouncing, leaping) • Understand how develop strength (through push ups and sit ups), flexibility (through stretches) and technique (through practice, stretches and exercise) • Balance with control using different points on the body (feet, arms, hands, bum, toes) **Key concepts and abstract terms** **New** Speed Canon Suppleness Fluency Clarity

			Travel Technique **<u>Revisited</u>** Balance (Yr1, Yr2)
Key Vocabulary	**Athletics** Speed, power, strength, accurately, higher, pace, control, faster, further	**Competitive Games** Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area, serve, racket, control, rally, opponent, batting, fielding	**Gymnastics** Flow, explore, create, matching, control, contrasting, linking, points, take off, tension
Year 4	• Sprint over a short distance and show stamina when running over a long distance • Jump in different ways • Throw in different ways and hit a target, when needed **<u>Key concepts and abstract terms</u>** **<u>New</u>** Stamina **<u>Revisited</u>**	• Throw and catch accurately with one hand • Hit a ball accurately with control by hitting it into a specific space • Vary tactics and adapt skills depending on what is happening in a game by using a variety of skills learnt in Y3 • Use a range of tactics learnt in Y3 to keep possession of the ball • Play with greater speed and maintain speed and stamina • Change direction and speed when dribbling the ball • Intercept and stop the ball with consistency • Work well as a team • Keep and use rules that are given **<u>Key concepts and abstract terms</u>** **<u>New</u>** Tactics Stamina Rules **<u>Revisited</u>** Speed (Yr3)	• Move in a controlled way by controlling your travelling, jumping, turning, balancing and body shapes • Include change of speed and direction in a sequence • Work with a partner to create, repeat and improve a sequence with at least three phases • Gradually increase the length of sequences **<u>Key concepts and abstract terms</u>** **<u>New</u>** Control **<u>Revisited</u>** Balance (Yr1, Yr2, Yr3) Speed (Yr3)

Key Vocabulary	**Athletics** Power, stamina, officiate, perseverance, determination, accuracy, personal best, pace, sprint, stamina	**Competitive Games** Opposition, opponent, contact, pivot, court, field, pitch, receiver, backhand, forehand, stance, retrieve, stumped, technique	**Gymnastics** Quality, perform, inverted, technique, apparatus, extension, demonstrate
Year 5	• Controlled when taking off by bending the knees and stretching arms upwards • Controlled when landing by landing with both feet and knees bent • Throw with increasing accuracy to a designated target • Combine running and jumping, e.g. to complete the long jump or high jump • Know and understand the basic principles of relay take-overs **<u>Key concepts and abstract terms</u>** **<u>New</u>** Control **<u>Revisited</u>**	• Gain possession by working in a team and pass in different ways depending on the spot, e.g. chest pass, bounce pass, short pass, long pass • Choose a specific tactic for defending, e.g. always watch the opponent and the ball, marking a player, slowing your opponent down • Choose a specific tactic for attacking, e.g. playing the ball quickly, being in an unmarked position, pass and then into position quickly • Use a number of techniques to pass – using different parts of your foot, kicking the ball at different angles, chest pass, bounce pass • Use a number of techniques to dribble – not bouncing the ball too high, using your fingers rather than whole hand to bounce, shielding the ball from defenders • Use a number of techniques to shoot – keep your eyes on the ball when striking, keep your body over the ball, aim at the centre point of the net • Pass in different ways depending on the sport (same as those in Y4) • Use forehand and backhand with a racket • Position themselves well on court and field to help your team **<u>Key concepts and abstract terms</u>** **<u>New</u>** Attacking Defending Techniques	• Make complex extended sequences by combining action, balance and shape learnt in Y3 and Y4 • Perform consistently to different audiences by completing the same sequence showing the same strength and flexibility to all audiences • Perform combinations of actions that show clear levels, speeds and directions • Perform moves and positions that show flexibility and strength • Adapt sequences to include a partner by varying the balances and using each other as support **<u>Key concepts and abstract terms</u>** **<u>New</u>** Action **<u>Revisited</u>** Balance (Yr1, Yr2, Yr3, Yr4) Speed (Yr3, Yr4)

		Revisited Tactic (Yr4)	
Key Vocabulary	**Athletics** Technique, baton, false start, lane, lap, track	**Competitive Games** Tactics, control, foul, pressure, onside, offside, support, obstruction, volley, cooperatively, footwork, fair play	**Gymnastics** Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronisation, progression
Year 6	• Demonstrate stamina • Throw with accuracy at a designated target • Take part well in a relay race with increased control when passing the baton **Key concepts and abstract terms** **New** **Revisited** Control (Yr5) Stamina (Yr4)	• Agree and explain rules to others • Work as a team and communicate a plan • Lead others in a game situation when the need arises • Choose when to pass or dribble so they can keep possession • Apply principles for attacking and defending • Use different ways of bowling (underarm, overarm) • Bat effectively using different types of shots (e.g. vertical – drive, defensive shot; horizontal – cut, sweep, pull and hook; and others – reverse sweep, upper cut etc.) **Key concepts and abstract terms** **New** Rules Lead Communicate **Revisited** Attacking (Yr5) Defending (Yr5)	• Combine own work with that of others • Link sequences to specific timings • Perform movements showing strength, control and flexibility • Work well with a partner or a small group to practice and refine their work through self-assessment by making changes **Key concepts and abstract terms** **New** Refine **Revisited** Control (Yr4)
Key Vocabulary	**Athletics** Rotation, trajectory, continuous pace, force, compete, momentum, transfer of weight, high jump, triple jump, long distance	**Competitive Games** Formation, conceding, contest, forecourt, backcourt, defensive, attacking, obstruction, tournament, sportsmanship, invasion	**Gymnastics** Formation, momentum, counter balance, fluently, counter tension, stability, gallop, take off

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	Dance *Perform dances using a range of movement patterns*	**Outdoor and Adventurous Activity** *Take part in outdoor and adventurous activity challenges both individually and within a team*	**Evaluate** *Compare their performances with previous ones and demonstrate improvement to achieve their personal best*
Year 3	• Improvise freely by spontaneously creating movement • Translate ideas from a stimulus (e.g. a character, story, picture, sound, object) into movement • Share and create phrases with a partner and small group • Remember and repeat dance phrases • Perform short dances with expression (smiling, looking people in the eye, body language), showing an awareness of others (having spatial awareness) **Key concepts and abstract terms** **New** Stimulus Movement Phrase Perform Spatial awareness **Revisited**	• Follow a map in a familiar context such as the school field or playground • Understand symbols used on a map and what they represent in a familiar context, e.g. symbols used to demarcate certain objects on the school playground • Use clues to follow a route around a familiar context • Follow a route safely by following the map carefully and avoiding areas that are out of bounds and being aware of the boundaries in the area **Key concepts and abstract terms** **New** Clues Safely **Revisited**	• Compare gymnastic sequences by comparing at least two options: body shapes, bases of support, levels, directions, symmetry and asymmetry, time, relationship to a partner or piece of equipment. • Contrast gymnastic sequences, e.g. creating an upright balance then an inverted balance; moving out of a balance quickly then moving out of a balance slowly • Recognise own improvement in ball games by identifying that their technique has improved, e.g. more accurate and controlled throws/catches/passes and more shots on target **Key concepts and abstract terms** **New** Contrast Balance Improvement Technique Accurate Controlled **Revisited**

<table>
<tr><td>Key Vocab</td><td>Dance
Perform, flow, match, explore, feedback, create, expression</td><td>OAA
Navigate, rules, grid, route, discuss, trust, plan</td><td>Evaluate
Self-assess, improve, evaluate</td></tr>
<tr><td>Year 4</td><td>• Take the lead when working with a partner or group
• Use dance to communicate an idea, mood or feeling by using parts of your body to recreate movements, sounds and show feelings
• Practice and combine more complex movements which include a stimulus, improvisation and show expression (all learnt in Y3)

<u>Key concepts and abstract terms</u>
<u>New</u>
Communicate

<u>Revisited</u>
Feelings (Yr2)
Movement (Yr3)
Stimulus (Yr3)</td><td>• Follow a map in a (more demanding) familiar context such as the local area or woods
• Follow a route within a time limit

<u>Key concepts and abstract terms</u>
<u>New</u>
Demanding

<u>Revisited</u></td><td>• Provide support to others in gymnastics and dance through coaching to build confidence as well as improve techniques and consistently encouraging other children
• Provide advice to others in gymnastics and dance on how to improve their movements
• Be prepared to listen to the ideas of others

<u>Key concepts and abstract terms</u>
<u>New</u>
Support
Confidence
Techniques
Consistently

<u>Revisited</u>
Improve (Yr3)

<u>Swimming</u>
• Swim competently and confidently over 25m by performing a continuous swim more than 25m without touching the side of the pool or the pool floor and without the use of swimming aids
• Use a range of strokes effectively by experiencing simultaneous and alternating strokes, on their front and back
• Adapt strokes for a range of purposes and intended outcomes, e.g. use front crawl with face down and aquatic breathing to swim in a competitive race; use front crawl with head up to play water polo; and use a front crawl-type leg kick in a vertical position to tread water</td></tr>
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			• Understand the dangers of water and how to act responsibly when playing in or near water environments • Perform safe self-rescue in different water-based situations, e.g. swimming in clothes, becoming tired **Key concepts and abstract terms** **New** Competently Confidently Perform Effectively Simultaneously Adapt Purpose Outcome Responsibly **Revisited** None – only covered in Year 4
Key Vocabulary	**Dance** Represent, reaction, dynamics, unison, control, formation, composition	**OAA** Leader, effectively, symbol, inclusive, orientate	**Evaluate** Peer assess, observe, reflect **Swimming** Sculling, crawl, breaststroke, submersion, rotation, backstroke, stroke, huddle, alternate, survival, treading water, buoyancy, floating, gliding
Year 5	• Compose own dances in a creative way, e.g. by using music or a text as the source, by conveying feelings (e.g. love) and emotions, conveying a concept (e.g. friendship) or by conveying a visual image (e.g. leaves falling) • Perform dance to an accompaniment such as music that provides beats and counts	• Follow a map into an unknown location • Use clues and a compass to navigate a route • Change route to overcome a problem • Use new information to change route **Key concepts and abstract terms** **New** Navigate	• Pick up on something a partner does well and also on something that can be improved • Know why their own performance was better or not as good as their last based on the criteria given for that routine/performance from the year group objectives **Key concepts and abstract terms** **New**

	• Dance shows clarity (through exaggerated movements), fluency (showing that the dance is well rehearsed by making it look easy and effortless), accuracy (by performing each action on a set beat) and consistency (the dance looking the same to all audiences) • Use exercises that stretch and tone the body such as sit ups, push ups, squats, lunges and stretching hip flexors and hamstrings **Key concepts and abstract terms** **New** Concept Clarity Fluency **Revisited** Feelings (Yr2, Yr4) Perform (Yr3)	**Revisited**	Performance **Revisited** Improve (Yr3, Yr4)
Key Vocabulary	**Dance** Formation, posture, performance, canon, relationship, isolation	**OAA** Tactical, collaborate, control card, collective, orienteering, navigation	**Evaluate** Challenge, confidence, fairness
Year 6	• Develop sequences in a specific style, e.g. street, Samba, jazz, hip-hop • Choose own music and style **Key concepts and abstract terms** **New** **Revisited**	• Plan a route and a series of clues for someone else by using the same symbols the children are familiar with on their own map • Plan with others, taking account of safety and danger, e.g. boundaries within the area and marking 'out of bounds' areas on a map correctly using a key to show this • Read a variety of maps (both familiar and unfamiliar) and plan accurately to take into account dangers and problems they may come	• Know which sports they are good at based on the required criteria from their year group objectives • Find out how to improve their performance further through a variety of evaluation methods from Y3, Y4 and Y5 **Key concepts and abstract terms** **New** Evaluation

		across and know how to change/divert a route if necessary **<u>Key concepts and abstract terms</u>** **<u>New</u>** Accurately Divert **<u>Revisited</u>** Clues (Yr3) Safety (Yr3)	**<u>Revisited</u>** Improve (Yr3, Yr4, Yr5) Performance (Yr5)
Key Vocabulary	**Dance** Choreograph, phrase, contrast, structure, fluently, connect, motif, trigger,	**OAA** Boundaries, location, critical thinking, symbol, cooperatively, strategy	**Evaluate** Effective, review, analyse