



## KS2 PE Overview of Learning

Pupils in Key Stage 2 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  | Year 4   | Year 5  | Year 6  |
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| <b>Healthy living</b>   | <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Can describe the effect exercise has on the body</li> <li>• Can explain the importance of exercise and a healthy lifestyle.</li> <li>• Understands the need to warm up and cool down.</li> </ul>   |   |
| <b>Game Awareness</b>   | <ul style="list-style-type: none"> <li>• Pupils are familiar with basic rules of games and they're starting to apply them.</li> <li>• Pupils can identify when they are successful and the next steps in their learning</li> <li>• Pupils are able to identify the school games values.</li> </ul>                            |  | <ul style="list-style-type: none"> <li>• Pupils can demonstrate a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose.</li> <li>• Pupils assess their own performance and the performance of others to identify areas for development.</li> <li>• Pupils consistently demonstrate the sporting spirit values in a range of games situations</li> </ul> |   |
| <b>Invasion Games</b><br>(Netball, Rugby, Football, Dodgeball, Basketball, Hockey, Lacrosse, Ultimate Frisbee). | <ul style="list-style-type: none"> <li>• Throw and catch the ball under limited pressure.</li> <li>• Have an awareness of space and use it to support teammates.</li> <li>• Understand the basic rules of games and apply these fairly and consistently.</li> <li>• Keep possession of the ball with some success.</li> </ul> | <ul style="list-style-type: none"> <li>• Throw and catch with accuracy.</li> <li>• Have increased control over the ball when passing, receiving and shooting.</li> <li>• Keep possession with increased confidence.</li> <li>• Think about how tactics can help a team become successful.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand that different situations require various skills, and apply these.</li> <li>• Work as a team to gain possession thinking about positions and tactics, helping contribute to attack and defence.</li> <li>• Pass, receive and shoot the ball in</li> </ul>   | <ul style="list-style-type: none"> <li>• Explain more intricate and complicated rules and regulations.</li> <li>• Pass, receive and shoot with confidence under increased pressure.</li> <li>• Work as a team to create a tactical plan and communicate this with others.</li> <li>• Lead others in game situations thinking</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Understand the roles of attackers and defenders.</li> </ul>   | <ul style="list-style-type: none"> <li>• Vary tactics and skills according to what is happening.</li> </ul>   | <p>wider variety of ways.</p> <ul style="list-style-type: none"> <li>• Defend one to one and know the right time to attempt to win the ball.</li> </ul>   | <p>about the game and how to change what is happening around.</p>  |
| <p><b>Net Games</b><br/>(Tennis, Badminton)</p>                   | <ul style="list-style-type: none"> <li>• Use basic racquet grip and skills to hit the ball.</li> <li>• Play basic, semi controlled shots.</li> <li>• Return the ball to a partner.</li> </ul>  | <ul style="list-style-type: none"> <li>• Hit a ball accurately and with control.</li> <li>• Use forehand and backhand with a racquet.</li> </ul>  | <ul style="list-style-type: none"> <li>• Lay a continuous, possible adapted game.</li> <li>• Develop a wider range of skills under increased pressure.</li> <li>• Think about positioning on the court and demonstrate good footwork to cover the space.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the need for tactics and make important decisions quickly.</li> <li>• Demonstrate good shot choices and techniques in a game situation.</li> </ul> |
| <p><b>Striking and Fielding Games</b><br/>(Rounders, Cricket,</p> | <ul style="list-style-type: none"> <li>• Use an underarm throwing technique with accuracy.</li> <li>• Understand the technique needed to produce an overarm throw.</li> <li>• Strike a ball with a larger surfaced racquet.</li> <li>• Bowl towards a target.</li> </ul> | <ul style="list-style-type: none"> <li>• Use overarm throwing and catching skills with increasing accuracy.</li> <li>• Bowl the ball with accuracy and consistency.</li> <li>• Strike a ball with a smaller bat after one bounce or off a tee.</li> </ul> | <ul style="list-style-type: none"> <li>• To sometime strike a bowled ball without a bounce.</li> <li>• To consider the tactics needed when fielding.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use some tactics when batting, bowling and fielding in a game situation.</li> <li>• Strike the ball with increased confidence and consistency.</li> </ul>     |

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| <p><b>Gymnastics</b></p>                                  | <ul style="list-style-type: none"> <li>• Use a greater number of independent ideas for movements.</li> <li>• Plan sequences of different actions, thinking about balance and control.</li> <li>• Use the apparatus with greater confidence and fluency.</li> </ul> | <ul style="list-style-type: none"> <li>• Safely perform balances individually and as a pair.</li> <li>• Demonstrate partner sequences changing height and shape.</li> <li>• Evaluate self and others sequences, highlighting strengths and suggest further developments needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Make complex and extended sequences of more than 3 phases.</li> <li>• Produce accurate, clear and consistent movements to a variety of audiences.</li> </ul>   | <ul style="list-style-type: none"> <li>• Link sequences to timings and music.</li> <li>• Describe and demonstrate what counter balance and counter tension is.</li> <li>• Combine and perform gymnastic actions, shapes and balances with control and fluency.</li> </ul>         |
| <p><b>Dance</b></p>                                       | <ul style="list-style-type: none"> <li>• Share and create phrases that communicate ideas with a partner and as a small group.</li> <li>• Repeat, remember and perform these phrases in a dance.</li> <li>• Recognise and discuss the movements used.</li> </ul>    | <ul style="list-style-type: none"> <li>• Respond imaginatively to a range of stimuli related to character and narrative.</li> <li>• Take the lead when working with a group.</li> <li>• Describe, interpret and evaluate dance, using appropriate language.</li> </ul>                     | <ul style="list-style-type: none"> <li>• Plan and perform dances confidently.</li> <li>• Compose motifs and plan dances creatively and collaboratively in groups.</li> <li>• Recognise and comment on dances, showing an understanding of style.</li> </ul> | <ul style="list-style-type: none"> <li>• Work creatively and imaginatively individually, with a partner in a group to choreograph motifs and structure simple dances.</li> <li>• Choreograph a dance using props.</li> <li>• Perform dances fluently and with control.</li> </ul> |
| <p><b>Athletics</b><br/><i>(Sportshall and Field)</i></p> | <ul style="list-style-type: none"> <li>• Run at various speeds.</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrate the difference between sprinting and running</li> </ul>   | <ul style="list-style-type: none"> <li>• Run with controlled pace for the</li> </ul>  | <ul style="list-style-type: none"> <li>• Select and apply the best pace for running events,</li> </ul>  |

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|                   | <ul style="list-style-type: none"> <li>• Take part in relay running, with a baton, understanding when to run.</li> <li>• Throw various objects changing action according to accuracy and distance.</li> <li>• Develop jumping for distance and height.</li> </ul> | <p>over varying distances.</p> <ul style="list-style-type: none"> <li>• Jump with control and balance.</li> <li>• Throw with accuracy in different ways hitting targets with some accuracy and power.</li> </ul> | <p>distance being covered.</p> <ul style="list-style-type: none"> <li>• Know how stamina and power help people perform better in athletic activities.</li> <li>• Be controlled when taking off and landing in a jump.</li> <li>• Combine running and jumping.</li> <li>• Throw over longer distances and with increased technique.</li> <li>• Begin to lead athletics warmups for small groups thinking about the whole body.</li> </ul> | <p>changing pace based on appropriate time.</p> <ul style="list-style-type: none"> <li>• Perform individual and sequenced jumps with confidence and using a good technique.</li> <li>• Show confidence and accuracy throwing at greater distance.</li> </ul> |
| <p><b>OAA</b></p> | <ul style="list-style-type: none"> <li>• Follow simple instructions and maps in a familiar context.</li> <li>• Work with a partner or small group.</li> <li>• Follow a route safely</li> </ul>  | <ul style="list-style-type: none"> <li>• Follow instructions and routes confidently and accurately, safely within a time limit.</li> <li>• Identify key symbols on a map and use a key.</li> </ul>               | <ul style="list-style-type: none"> <li>• Reflect on when and how success was achieved in solving challenges.</li> <li>• Navigate around a longer course using a map.</li> </ul>  | <ul style="list-style-type: none"> <li>• Orientate and map efficiently to navigate around a course.</li> <li>• Plan a route for others taking account of safety and danger.</li> <li>•</li> </ul>  |

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|                 |   | <ul style="list-style-type: none"> <li>• Move from location to location following a map.</li> <li>• Plan and apply strategies to solve problems.</li> </ul> |  |  |
| <b>Swimming</b> | <ul style="list-style-type: none"> <li>• Opportunity provided for all children to develop water confidence through a Spring/Summer programme of weekly lessons. Developing kicking, arm pulls and breathing techniques whilst considering correct body position to improve buoyancy and stroke efficiency.</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils to be taught about water safety and safe self-rescue.</li> </ul>  |  |  |