

Key Learning in Physical Education: Years 3, 4, 5 and 6

During KS2 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.

Key Learning in Games		
Developing Skills	Attacking and Defending Strategies (Games)	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Change speed and direction easily i.e. dodging and swerving. Travelling with an object i.e. running or dribbling a ball with/without equipment. <p>Sending and Receiving – Invasion Games</p> <ul style="list-style-type: none"> Perform using a number of sending and receiving skills with consistency, accuracy, confidence and control and later speed. <p>Scoring Skills</p> <ul style="list-style-type: none"> Shoot and score accurately in a range of ways. Shot from a distance and from close range. <p>Net Wall Games</p> <ul style="list-style-type: none"> Throw a ball underarm, overarm. Intercept a ball. Hold and swing the racket well and play shots on both sides of the body and above their heads. Play shots with reasonable accuracy. Keep a rally going that is not cooperative. <p>Striking Fielding Games</p> <ul style="list-style-type: none"> Hit a ball off a tee. Different ways of striking a ball using different equipment (e.g. rounder's, cricket). Catch a small ball with two hands. Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately. Bowl underarm and overarm with increasing accuracy and speed. Retrieve, intercept and stop a ball when fielding. 	<ul style="list-style-type: none"> Use a range of skills to keep possession and make progress towards a goal or target on their own and with others. Choose when to pass or dribble, so they keep possession and make progress towards the goal. Use a range of tactics to keep possession of the ball and get into positions to shoot or score. <p>Defending Skills</p> <ul style="list-style-type: none"> Know how to mark and defend their goal(s). Ways of keeping the ball away from defenders. How to mark a player and space. Intercept and tackle to get the ball back. Position themselves well on court. Try to make things difficult for the opponent by directing the ball to space, at different speeds and heights. Choose and use batting or throwing skills to make the game hard for their opponents. Strike the ball accurately into spaces and different parts of the playing area. Direct the ball away from fielders using different angles and speeds. 	<ul style="list-style-type: none"> Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find difficult. Explain the tactics and skills that they are confident with and use well in games. Look for specific things in a game and explain how well they are being done. i.e. marking an opponent. Explain why a performance is good. Recognise and describe the best points in an individuals and a team's performance. Identify aspects of their own and others performances that needs improving.

Key Learning in Physical Education: Years 3, 4, 5 and 6

Key Learning in Gymnastic Activities

Developing Skills	Linking Actions and Sequences of Movement	Evaluating Success
<p>Travelling</p> <ul style="list-style-type: none"> Focus on developing quality of travelling actions both on feet and hands and feet. <p>Shape</p> <ul style="list-style-type: none"> As KS 1 and piked and straddle, Focus on developing quality of shape and stillness. E.g. extended feet, hands, arms, legs. Explore a range of symmetrical and asymmetrical actions. Perform movements that are mirrored and/or matched. <p>Balance</p> <ul style="list-style-type: none"> Focus on developing balances on 1,2,3 or 4 points and large body parts. Counter balance with a partner. Counter tension with a partner. <p>Rolling</p> <ul style="list-style-type: none"> Focus on developing quality in all the different rolling actions from KS1. <p>Jumping</p> <ul style="list-style-type: none"> Focus on developing quality of jumping actions 2 :2, 2:1, 1:2, 1:1. Jump with shapes in the air. ½ turn jump. <p>Handle apparatus</p> <ul style="list-style-type: none"> Use all actions above on the floor and over, through, across and along apparatus. Perform different combinations of actions and perform these with a change of speed, level or direction. Develop tension, extension and transfer of weight in their actions 	<ul style="list-style-type: none"> Devise and perform a sequence of gymnastic actions, showing a clear beginning, middle and end. Gradually increase their length of sequence. Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement. Repeat accurately a sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. Adapt sequences to include a partner. Make up longer sequences and perform them with fluency and clarity of movement. Vary direction, levels and pathways to improve the look of a sequence. Use planned variations and contrasts in actions and speed in their sequences. Perform actions on the floor then from floor to apparatus, 	<ul style="list-style-type: none"> Explain the difference between two performances. Make simple assessments of performance based on simple criteria given by the teacher. Offer constructive ideas when working with a partner, including ideas on balance and transfer of weight. Suggest improvements to speed, direction and level in the composition. Watch performance and use criteria to make judgements and suggest improvements. Explain how a sequence is formed using appropriate terminology to describe technique and composition when evaluating both their own and others performances.

Key Learning in Physical Education: Years 3, 4, 5 and 6

Key Learning in Dance Type Activities

Composing	Performing	Appreciating
<ul style="list-style-type: none"> To create movement using a stimulus. To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively. 	<ul style="list-style-type: none"> To perform dances expressively, using a range of performance skills. To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. To perform more complex dance phrases that communicate character and narrative. Perform in a whole class performance. 	<ul style="list-style-type: none"> To talk about how they might improve their dances. To describe and evaluate some of the compositional features of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.

Key Learning in OAA

Trails	Problem Solving	Orienteering
<ul style="list-style-type: none"> To improve communication skills. To improve ability to work with and trust others. To undertake an adventure trail to develop communication skills. To work safely with a partner in an adventurous environment. To complete a Trail within the school grounds. To increase confidence in decision making. To know how to use a control card. 	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges Develop communication and collaboration skills Evaluate their own success To take responsibility for self and others Take part in activities that involve working with and trusting others To work effectively as part of a team 	<ul style="list-style-type: none"> Know some of the symbols on a orienteering map. Know how set a map. Know how to keep the map "set or "orientated" when they move around a simple course. Know the eight points of a compass. Record information accurately at the control marker. Plan effectively to visit as many control markers in the time allowed. To run safely with a map around a simple orienteering course. Navigate to a control marker on a score event course.