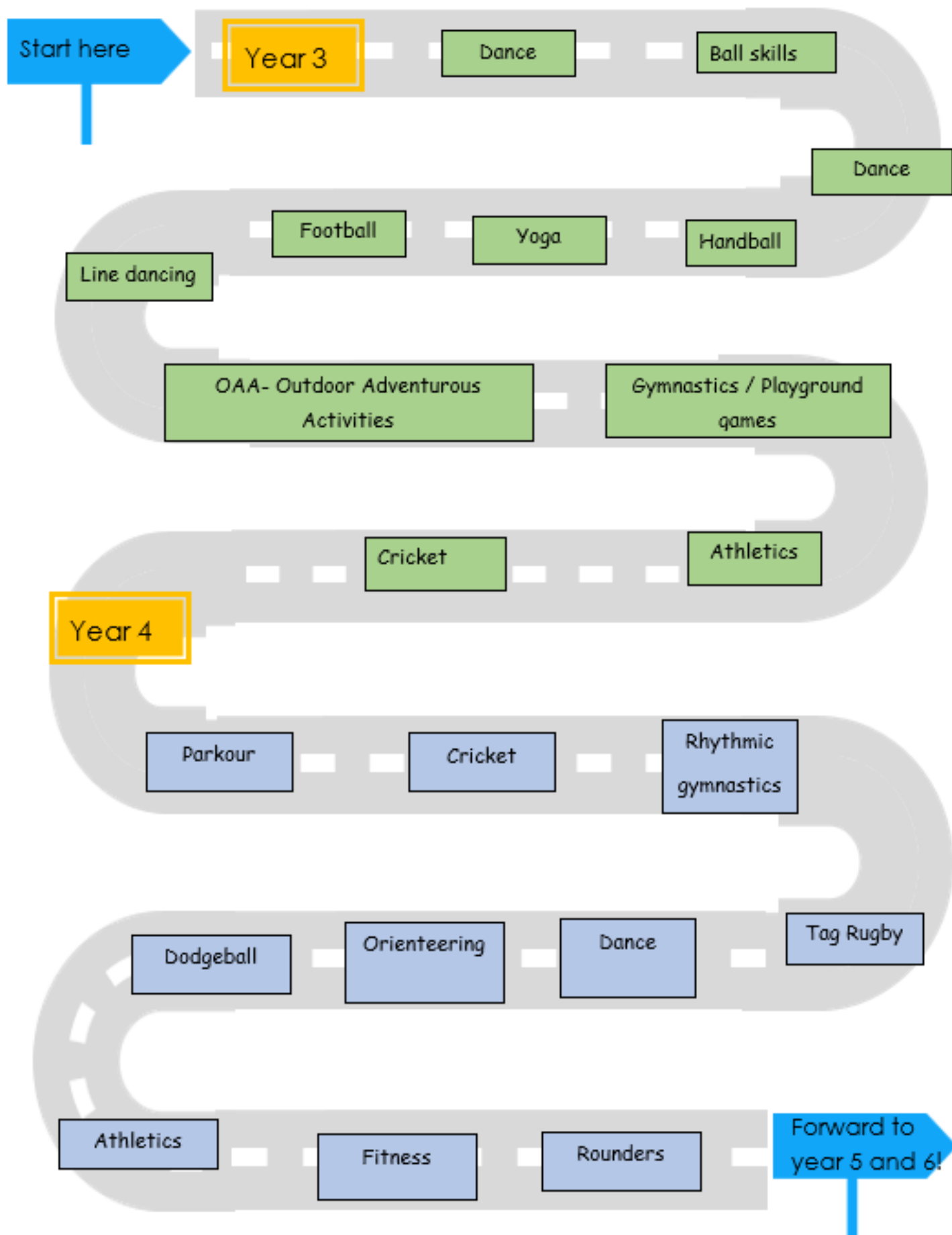


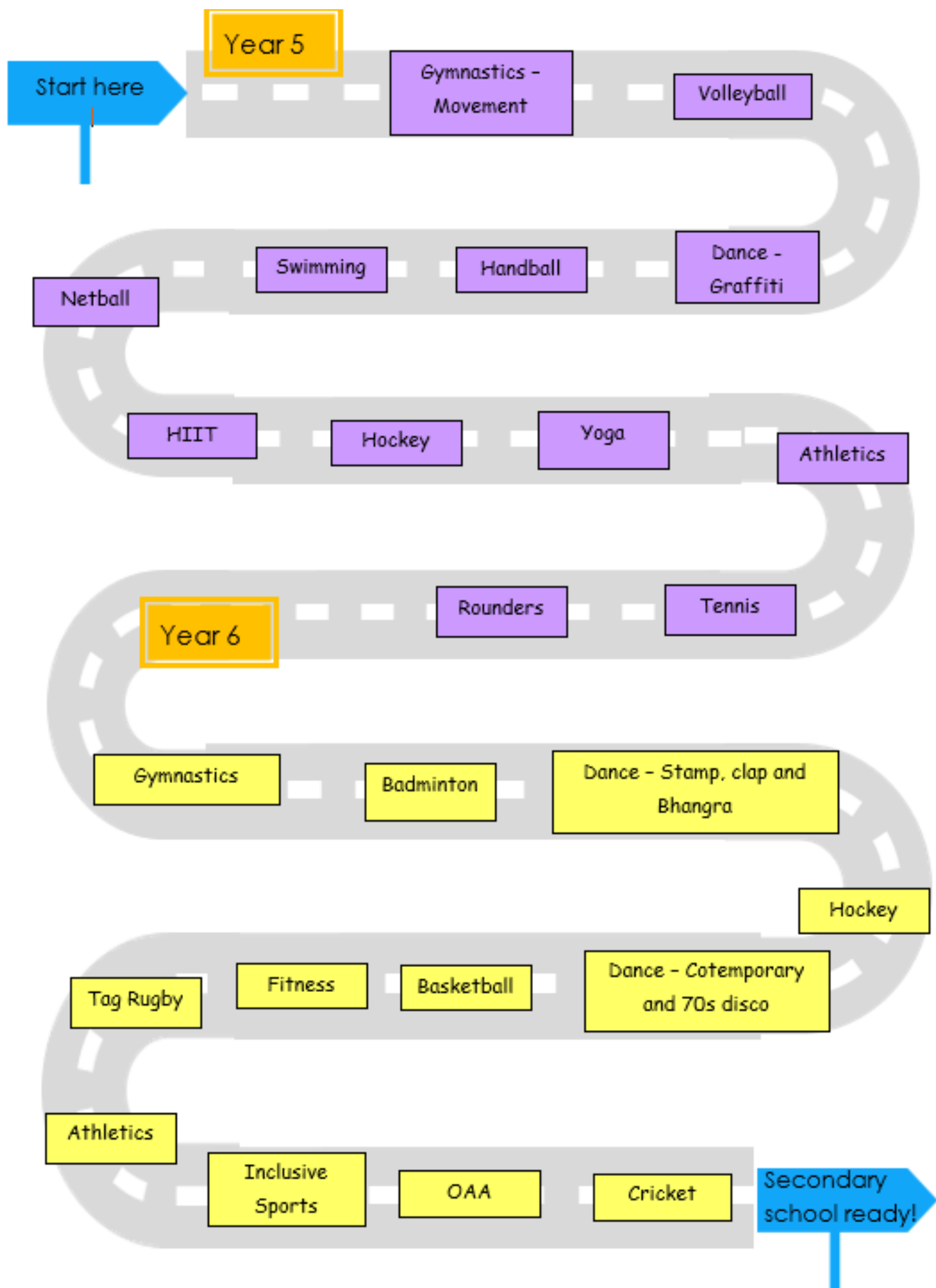
- ## Heatherside Junior School – PE

IMPACT

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We aim to create an environment where the pupils feel they can access and participate in the lessons. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.



... Journey Through Heatherside Junior School



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Heatherside Junior School

Key Stage Two PE Overview

National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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.

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.

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.

Progression of Skills

Year 3

Skills, strategies and tactic (Head)	Healthy participation (Heart)	Motor competence (Hands)
• Use canon, unison and formation to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use space with some success in game situations • Use simple tactics individually and within a team • Orientate and follow a diagram/map • Create short dance phrases that communicate an idea. • Choose actions that flow well into one another both on and off apparatus	• Demonstrate increased flexibility and extension in their actions. • Work collaboratively with a partner and a small group, listening to and accepting others' ideas. • Follow instructions from a peer and give simple instructions. • Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	• Dribble the ball with one hand with some control in game situations. • Dribble a ball with feet with some control in game situations. • Use a variety of throwing techniques in game situations. • Catch a ball passed to them using one and two hands with some success. • Complete balances with increasing stability, control and technique. • Demonstrate increased flexibility and extension in their actions • Receive a ball sent to them using different parts of the foot. • Strike a ball with varying techniques. • Change direction with increasing speed in game situations. • Show balance, coordination and technique when running at different speeds, stopping with control. • Jump for distance and height with an awareness of technique. • Throw a variety of objects, changing action for accuracy and distance.

Year 4

Skills, strategies and tactic (Head)	Healthy participation (Heart)	Motor competence (Hands)
• Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Change dynamics to express changes in character or narrative. • Use counts when choreographing short phrases. • Use simple tactics to help their team score or gain possession e.g using space or changing direction. • Plan and perform sequences showing control and technique with and without a partner. • Plan and apply strategies to solve problems. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	• Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Confidently communicate ideas and listen to others before deciding on the best approach. • Work with others to achieve a shared goal. • Work with others to self-manage games. • Begin to use rules showing awareness of fairness and honesty.	• Copy, remember and adapt set choreography. • Demonstrate how and when to speed up and slow down when running. • Link hopping and jumping actions with some control. • Jump for distance and height showing balance and control. • Throw with some accuracy and power towards a target area. • Show good balance when changing direction at speed in combination with other skills • Link dribbling the ball with other actions with increasing control. • Use a variety of throwing techniques with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Strike a ball using varying techniques with increasing accuracy. • Use body tension to perform balances both individually and with a partner. • Use body tension to perform balances both individually and with a partner • Demonstrate increasing strength, control and technique when taking own and others weight. • Demonstrate increased flexibility and extension in more challenging actions.

Year 5

Skills, strategies and tactic (Head)	Healthy participation (Heart)	Motor competence (Hands)
• Run at the appropriate speed over longer distances or for longer periods of time. • Understand the need for tactics and can identify when to use them in different situations • Explain why a particular strategy worked and alter methods to improve. • Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement. • Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. • Share ideas with others and work together to decide on the best approach to a task.	• Use clear communication when working in a group and taking on different roles. • Begin to lead others, providing clear instructions. • Compete within the rules showing fair play and honesty when playing independently. • Confident to attempt tasks and challenges outside of their comfort zone. • Understand what maximum effort looks and feels like and show determination to achieve it. • Share ideas with others and work together on the best approach for a task. • Begin to recognise and explain their thought process when playing games or completing tasks.	• To be able to swim competently, confidently and proficiently over a distance of at least 25 metres • To use a range of strokes effectively • perform safe self-rescue in different water-based situations. • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. • Confidently perform choosing appropriate dynamics to represent an idea. • Use counts accurately when choreographing • Show control at take-off and landing • Perform a range of more complex jumps showing some technique. • Show accuracy, control and power when throwing for distance. • Use dribbling to change the direction of play with some control under pressure. • Catch and intercept a ball using one and two hands with some success in game situations. • Strike a ball using a wider range of skills. Apply these with some success under pressure. • Create and use space for self and others with some success. • Show increasing control and balance when moving from one balance to another • Use strength and flexibility to improve the quality of an action • Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Year 6

Skills, strategies and tactic (Head)	Healthy participation (Heart)	Motor competence (Hands)
• Evaluate and improve their own and others' performances. • Apply basic principles suitable for attacking and defending in a range of game situation. • Take part in outdoor and adventurous activity challenges both individually and within a team • Plan the safe use of space and equipment for a group in a range of situations. • Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a range of skills and strategies to outwit an opponent under increasing pressure. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. • Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. • Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.	• Develop a sense of responsibility • Feel increasingly confident to lead others and show consideration of including all within a group. • Understand and explain the impact of different activities on their health, fitness and well-being. • Challenge themselves with a personal target. • To assess risks and make appropriate choices linked to personal safety and of your peers. • To enjoy communicating, collaborating and competing with each other.	• To select and apply a broad range of skills to suit the activity. • Combine and perform more complex balances and actions with control, strength, technique and fluency. • Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. • Use dribbling to change the direction of play with control under pressure. • Perform dances confidently and fluently with accuracy and good timing. • Link running, jumping and hopping actions with greater control and co-ordination. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance • Change direction with a fluent action and can transition smoothly between varying speeds. • catch and intercept a ball using one and two hands with increasing success in game situations