



### KS2 National Curriculum

#### PE2/1.1 Sport & Games

- PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
- PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- PE2/1.1c develop flexibility, strength, technique, control and balance
- PE2/1.1d perform dances using a range of movement patterns
- PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team
- PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### PE2/1.2 Swimming and water safety

- PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres
- PE2/1.2b use a range of strokes effectively
- PE2/1.2c perform safe self-rescue in different water-based situations

### Year 4 Progression of Knowledge and Skills

#### GAMES

##### Invasion

##### Games Net

##### and Wall

##### Games

##### Striking and

##### Fielding Games

I know how to combine travelling skills with strategies for attacking and defending, therefore I can:

- move into space
- move and signal to obtain possession
- move with equipment using a range of techniques showing control and fluency, whilst considering my next move

I know how to use and apply invasion games skills, therefore I can:

- play confidently in small sided invasion games using various formations
- use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc.)
- use a range of tactics to keep possession of the ball and get into position to shoot or score
- understand how to dodge, mark, signal for the ball and intercept
- play within the rules
- recognise aspects that need improving

I know how to use and apply net/wall games skills, therefore I can:

- use a bat to strike a ball with a degree of accuracy and control
- throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions
- aim a ball over a barrier to land in spaces on the other side
- understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots
- understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3)

I know how to use and apply striking and Fielding games skills, therefore I can:

- know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder)
- throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce)
- strike a ball along the ground or through the air in different directions with control
- understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it
- combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies

I know how to problem solve and invent games, therefore I can:

- negotiate, plan and make collective decisions on the nature shape and construction of the game
- select and use skills and tactics appropriate for the type of game
- understand and transfer principles of play from known games to use in my own game
- make up rules and be prepared to modify them to make the games more challenging
- adapt rules in agreement with others
- work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going

<b>GYMNASICS</b> <b>Developing skills and knowledge</b>	<p><b>I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</b></p> <ul style="list-style-type: none"> <li>identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances)</li> <li>balance with and against a partner</li> <li>move into a balance, then move out of it in a different direction</li> <li>identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance</li> <li>identify and use skills which transfer weight from feet to hands and back to feet again</li> <li>jump and land in a controlled way when completing <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math> turn</li> <li>demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions</li> <li>identify and show at least two different types of rolls in different directions sideways, forwards and backwards</li> <li>demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls</li> <li>with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels</li> <li>transfer and extend all these ideas and skills onto low and high apparatus with control</li> </ul> <p><b>I know how to use apparatus, therefore I can:</b></p> <ul style="list-style-type: none"> <li>set up small and large gymnastics apparatus whilst considering the safety of others</li> </ul>
<b>DANCE</b> <b>Developing skills and knowledge</b>	<p><b>I know and understand actions and dynamics in dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination</li> <li>display a clarity within the movement with attention to clear body shape, extension, balance and footwork</li> <li>begin to vary dynamics when developing actions and motifs in response to stimuli</li> <li>discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely</li> <li>display confidence in improving and exploring the original ideas</li> <li>recognise the timing of the sounds in a piece of music</li> </ul> <p><b>I know and understand space in dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate good spatial awareness and use space effectively</li> </ul> <p><b>I know and understand relationships in dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer</li> <li>change formation during a dance sequence.</li> </ul> <p><b>I know how to perform a dance, therefore I can:</b></p> <ul style="list-style-type: none"> <li>copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end</li> </ul>
<b>ATHLETICS</b> <b>Developing skills and knowledge</b>	<p><b>I know how to develop my skills and knowledge in relation to running, therefore I can:</b></p> <ul style="list-style-type: none"> <li>show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response</li> <li>show techniques used in a sprinting race, including accelerating and decelerating rapidly</li> <li>find my leading leg when running over obstacles</li> <li>discover a suitable rhythm when running over obstacles</li> <li>understand that the back foot at the start of the race will be the lead leg over an obstacle in a race</li> <li>show a suitable method of relay changeovers for both the incoming and outgoing runners</li> </ul> <p><b>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate safety for self and others' and the basic principles of throwing</li> <li>identify and show how changes in throwing actions can be affected by varying the level, direction and distance</li> <li>understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw</li> <li>discover that the force applied to a throwing implement will affect its speed</li> <li>show different push throw techniques in the context of the shot put throw</li> </ul> <p><b>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from my strongest foot</li> <li>describe which three basic jumps are used in athletics</li> <li>develop an effective flight phase for the standing long jump</li> <li>perform a hop, step and jump to perform, the standing triple jump</li> </ul> <p><b>I know and understand how to take part in competition, therefore I can:</b></p> <ul style="list-style-type: none"> <li>adapt my performance to focus on being the best I can be</li> </ul>
<b>OAA</b> <b>Developing skills and knowledge</b>	<p><b>I know how to problem solve, therefore I can:</b></p> <ul style="list-style-type: none"> <li>recognise the importance of planning and reviewing activities</li> <li>try a range of equipment for creating and completing an activity</li> </ul>

	<ul style="list-style-type: none"> <li>make an informed decision on the best equipment to use for an activity</li> </ul> <p><b>I know and understand the concept of a map, therefore I can:</b></p> <ul style="list-style-type: none"> <li>orientate myself with accuracy around a short trail</li> <li>create a short trail for others with a physical challenge</li> <li>start to recognise features of an orienteering course</li> <li>associate the meaning of a key in context of the environment</li> <li>begin to use a map to compete an orienteering course</li> <li>complete an orienteering course more than once and begin to identify ways of improving completion time</li> </ul> <p><b>I recognise and know the importance of team work, therefore I can:</b></p> <ul style="list-style-type: none"> <li>communicate clearly with other people in a team and with other teams</li> <li>experience a range of roles within a team and begin to identify the key skills required to succeed at each role</li> </ul>
<b>Thinking</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the reasons for warming up and cooling down</li> <li>describe how the body reacts at different times and how this affects performance</li> <li>adapt an activity and make it more difficult and exciting</li> <li>link actions and can develop sequences of movements that express my own ideas</li> <li>demonstrate the difference between roles in team games</li> <li>explain rules of different games and activities</li> <li>understand ways (criteria) to judge performance and identify specific parts to continue to work upon</li> <li>watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary</li> <li>modify my use of skills or techniques to achieve a better result</li> <li>show some independence in making decision related to my work</li> <li>explain how to work safely in lessons and can give examples</li> </ul>
<b>Feeling</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>cope well and react positively when things become difficult</li> <li>persevere with a task and can improve my performance with regular practice</li> <li>understand feelings and how they can influence performance in PE lessons</li> <li>understand and follow rules of games and follow them fairly</li> <li>cooperate with others, giving helpful feedback to ensure they improve</li> <li>work in small teams and groups of up to 6 people</li> <li>help to organise roles and responsibilities and guide a small group through a task</li> <li>describe both short and long term effects of exercise on my body</li> <li>- explain how I will know that my fitness levels are improving</li> </ul>

## Assessment End Points Year 4

### Knowledge and Skills

#### **Games:**

- I can travel at appropriate speeds throughout a game
- I can use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when
- I can receive a range of passes
- I can demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team
- I can demonstrate my awareness of defending principles such as recognising how to defend/intercept the ball, marking and tackling
- I can contribute towards helping my team to keep and win back possession of the ball in a team game
- I can follow rules for different categories of games

#### **Gymnastics:**

- I can perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression
- I can show changes of direction, speed and level when traveling in different ways using flight
- I can develop good technique when traveling, balancing and using equipment
- I can use an increasing range of actions, directions and levels in my sequences performing with fluency and expression
- I can create longer more complex sequences

**Dance:**

- I can identify and repeat the movement patterns and actions of a chosen dance style with precision and control
- I can show an awareness of both rhythm and beat and use these when composing my own dances
- I can confidently improvise with a partner or on their own
- I can compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques

**Athletics:**

- I can describe how the body reacts at different times and how this affects performance
- I can run demonstrating good running posture and technique and run at a faster pace for a longer period of time
- I can confidently demonstrate a technique for sprinting and how to complete an effective sprint finish
- I can perform a relay, focusing on the baton changeover technique, speeding up and slowing down
- I can measure the distance of my throws and jumps
- I can throw and jump with more control, accuracy and efficiency
- I can throw and retrieve implements safely
- I can show how the weight and shape of an object affects its flight path
- I can jump for distance from 2 feet to 2 feet
- I can perform hop, step and jump combinations with balance and control
- I can jump for height from standing

**OAA:**

- I can choose sensible skills and approaches for the challenges set
- I can confidently orientate myself and my partner / team around a short trail
- I can work effectively as part of a team, taking on different roles

**Swimming:**

- I can enter and exit the water carefully, as taught from the side
- I can begin to swim short distances with no support (10m)
- I can answer 3 questions on the water safety code