**Kimbolton Primary School – PE (KS2)**

PE is an essential part of the curriculum. It develops pupils physical competence and confidence and their ability to use these to perform in various activities. It promotes **physical skill**, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive, and to face different challenges as individuals, groups and teams. It engenders **positive attitudes** towards an **active and healthy lifestyle**. Pupils learn to plan, perform and **evaluate actions**, ideas and performances to **improve their quality and effectiveness**. Through this process pupils discover their aptitudes, abilities and preferred physical activities.

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| **Key skills**  **Key knowledge** | **1**  **Invasion games**  **-Netball**  **-Hockey**  **-Football**  **-Tag Rugby** | **2**  **Gymnastics** | **3**  **Dance** | **4**  **Net and wall**  **-Tennis** | **5**  **Striking and fielding**  **- Rounders**  **- Cricket** | **6**  **Athletics**  **-SH Athletics** | **7**  **Swimming** | **8.**  **Outdoor and Adventurous Activity**  **-Forest School**  **-Fitness**  **-Kimbolton Km** |
| **Developing Skills**  **Making and Applying Decisions**  **Evaluating and Improving** | **To apply and develop skills appropriate to play competitive games,**  **modified where appropriate.**  **Apply basic principles suitable for attacking and defending.**  **Enjoy competing and learn how to recognise their own success.** | **To apply and develop a broad range of skills.**  **Develop the core components of gym which include: flexibility, strength, technique, control and balance.**  **Learn how to use skills in different ways by linking them to make actions and sequences of movements.**  **Compare performances with previous ones and demonstrate improvements.** | **To apply and develop a broad range of skills and perform dances using a range of movement patterns whilst communicating /collaborating.**  **Learn how to use them in different ways by linking them to make actions and sequences of movements.**  **Compare performances with previous ones and demonstrate improvements.** | **To play competitive games, modified where appropriate.**  **Apply basic principles suitable for attacking and defending.**  **Enjoy competing and learn how to recognise their own success.** | **To play competitive games, modified where appropriate.**  **To be able to throw and catch in isolation and in combination.**  **Apply basic principles suitable for attacking and defending.**  **Enjoy competing and learn how to recognise their own success.** | **To be able to run, jump and throw in isolation and combination.**  **To develop strength, technique, control and balance.**  **To compare performances with previous ones and demonstrate improvements to achieve their personal best.**  **Enjoy competing and learn how to recognise their own success.** | **To be able to swim competently, confidently and proficiently over 25 meters.**  **To use a range of strokes effectively.**  **Perform safe self-rescue.**  **To be able to evaluate self-rescue decisions.** | **To take part in outdoor and adventurous activity challenges both individually and Introduce rules and boundaries through group and individual activities.**  **Activities based on wildlife and nature. Building bug shelters using motor skills, within a team.** |
| **YR 3**  **AUTUMN:**  **Netball (Stingers), hockey (Quicksticks), Tag rugby**  **Dance** | **Inv Games**  To develop basic skills.  e.g throwing and catching, dribbling and tackling.  Play modified games.  Basic attack and defence skills – able to show in modified games and verbally explain.  Able to make better decisions in the game and/or discuss what would have been better. |  | **Dance**  To learn a basic range of dance movements.  To perform dances using a basic range of movement patterns with support whilst communicating /collaborating.  To observe and Improve on quality of own movements and links and/or evaluate a peer performance. |  |  |  |  | **Forest Schools**  Building larger shelters/ den building. Gross motor skills.  Dead hedging, willow weaving.  Knot tying- fine motor skills. |
| **SPRING:**  **Swimming**  **Gymnastics**  **Fitness** |  | **Gym**  To develop basic skills. Eg. Shapes, travel, actions, balances rolls.  Safe use of age-appropriate apparatus.  To begin to link skills.  To create basic sequences using above skills.  To complete basic self-evaluation, and/or give feedback on the performance of peers. |  |  |  |  | **Swimming**  **To develop stroke technique across at least one stroke.**  To be able to perform and discuss responses to basic self-rescue methods. | **Fitness**  **Orienteerin**g – individual and teamwork  **Fitness** exercises / circuits (linked to relevant Healthy Bodies SoL?)  **Cross Country**  Middle distance technique and how to prepare the body.  **Kimbolton Km** |
| **SUMMER:**  **Cricket, Rounders,**  **Racket sports**  **Athletics** |  |  |  | **Net and Wall**  To introduce basic skills for Tennis. e.g. racket control, grip, bouncing ball up and down, rally to self, ready stance.  Partner feed and return drills fore and backhand.  Modified competitions and games Eg. Use of soft balls, mini red tennis  Apply basic principles suitable for attacking and defending.  Identify key areas for self and peer improvement in skills and adapt effectively. | **Striking and Fielding**  To introduce basic skills in isolation. Eg throwing, catching, batting, fielding.  To make the right decisions to effectively field a ball or ball placement if hitting. Work together in a team to outwit opponents.  To be able to evaluate self and peer performance in regard to isolated skills and attacking and defensive play. | **Aths**  To introduce running, jumping and throwing in isolation. Eg. Sprint and middle distance running technique and starts, basic throwing technique (opposite leg forward, speed and height on release.) Standing broad jump, Triple jump technique.  Show control and balance.  To show personal improvements in skills and performances as a result of refinement of skills and tactical awareness.  To understand how to improve athletic performance. Be able to observe and evaluate peers. |  |  |
| **YR 4**  **AUTUMN:**  **Netball (Stingers), Hockey (QSticks),**  **Tag Rugby**  **Dance** | **Inv Games**  To develop basic skills.  e.g throwing and catching, dribbling and tackling.  Play modified games. **Y4 as leaders/captains/leading parts of warm up.**  Basic attack and defence skills – able to show in modified games and verbally explain.  Able to make better decisions in the game and/or discuss what would have been better. |  | **Dance**  To learn a basic range of dance movements and an understanding of key performance / observational skills (quality, focus and complete and hold finish / observe in silence, key focus to observe)  To perform dances using a basic range of movement patterns with support whilst communicating /collaborating.  To observe and Improve on quality of own movements and links and/or evaluate a peer performance. |  |  |  |  | **Forest Schools**  Building larger shelters/ den building. Gross motor skills.  Dead hedging, willow weaving.  Knot tying- fine motor skills. |
| **SPRING:**  **Gymnastics**  **Swimming**  **Fitness** |  | **Gym**  To develop basic skills. Eg. Shapes, travel, actions, balances, rolls. Adv moves such as handstands cartwheels etc.  Safe use of age-appropriate apparatus.  To begin to link skills. Use of demonstrations of More Able.  To create basic sequences using above skills.  To complete basic self-evaluation, and/or give feedback on the performance of peers. |  |  |  |  | **Swimming**  **To develop stroke technique across at least one stroke.**  To be able to perform and discuss responses to basic self-rescue methods. | **Fitness**  **Orienteerin**g – individual and teamwork  **Fitness** exercises / circuits (linked to relevant Healthy Bodies SoL?)  **Cross Country**  Middle distance technique and how to prepare the body.  **Kimbolton Km** |
| **SUMMER:**  **Cricket, Rounders,**  **Tennis**  **Athletics** |  |  |  | **Net and wall**  To introduce basic skills for Tennis. e.g. racket control, grip, bouncing ball up and down, rally to self, ready stance.  Partner feed and return drills fore and backhand. Volley for more able.  Modified competitions and games Eg. Use of soft balls, mini red tennis  Apply basic principles suitable for attacking and defending.  Identify key areas for self and peer improvement in skills and adapt effectively. | **Striking and Fielding**  To introduce basic skills in isolation. Eg throwing, catching, batting, fielding.  To make the right decisions to effectively field a ball or ball placement if hitting. Work together in a team to outwit opponents. Leadership in warm up and team/drill captains.  To be able to evaluate self and peer performance in regard to isolated skills and attacking and defensive play. | **Aths**  To introduce running, jumping and throwing in isolation. Eg. Sprint and middle distance running technique and starts, basic throwing technique (opposite leg forward, speed and height on release.) Standing broad jump, Triple jump technique.  Show **strength**, control and balance.  To show personal improvements in skills and performances as a result of refinement of skills and tactical awareness.  To understand how to improve athletic performance. Be able to observe and evaluate peers. |  |  |
| **Yr 5**  **AUTUMN**  **Netball (Stingers), Hockey (QSticks),**  **Tag Rugby**  **Dance**  **OR**  **Swimming** | **Inv Games**  To develop, and adapt skills using more competitive situations/drills  e.g throwing and catching, dribbling and tackling with use of defender/in small sided games.  Play modified and full versions of games.  Attack and defence skills developed – understand positions in full games and can show effective attacking and defensive skills within competitive games.  Able to make better decisions in the game and/or discuss what would have been better. Opportunity to act as coach. |  | **Dance**  To learn a more refined range of dance movements. Show an understanding of key performance and observational skills (quality, focus and compete and hold finish / observe in silence, key focus to observe)  Perform confidently.  To perform dances using a range of movement patterns with support whilst communicating /collaborating.  To observe and Improve on quality of own movements and links and/or evaluate a peer performance. |  |  |  | **Swimming**  To develop stroke technique across at least one stroke.  To swim confidently using at least one stroke over 15-25m  To be able to perform and discuss responses to basic self-rescue methods. | **Forest Schools**  Introduce the use of tools. Develop hand and eye co-ordination and fine motor skills to use tools skilfully to create of items. To be done individually and as part of a team. |
| **SPRING:**  **Gymnastics**  **Fitness / Inv Games continued** | **Inv Games**  To develop and refine skills using more competitive situations/drills  e.g throwing and catching, dribbling and tackling with use of defender/in small sided games.  Play modified and full versions of games.  Attack and defence skills developed – understand positions in full games and can show effective attacking and defensive skills within competitive games.  Able to make better decisions in the game and/or discuss what would have been better. Opportunity to act as coach. | **Gym**  To develop, refine and adapt skills. Eg. Shapes, travel, actions, balances, rolls. Advanced moves such as handstands cartwheels etc.  Safe use of age-appropriate apparatus.  To begin to link skills. Use of demonstrations of more able.  To create basic sequences using above skills. Applying skills in different ways for use on apparatus such as spring boards, benches and vaults.  To complete self-evaluation, and/or give feedback on the performance of peers.  Identify strengths and areas for development. |  |  |  |  |  | **Fitness**  **Orienteerin**g – individual and teamwork. Physical stamina.  **Fitness** exercises / circuits (linked to relevant Healthy Bodies SoL?)  How to prepare the body for exercise.  **Cross Country**  Middle distance technique and how to prepare the body and recover after exercise.  **Kimbolton Km** |
| **SUMMER:**  **Cricket, Rounders,**  **Tennis**  **Athletics** |  |  |  | **Net and wall**  To refine and adapt the key skills of Tennis. e.g. racket control, grip, bouncing ball up and down, rally to self, ready stance.  Partner feed and return drills. Paired rallies. Introduction of the volley. Underarm/overarm serve.  Modified competitions and games  Apply key principles suitable for attacking and defending. Placing ball in a space.  Identify key areas for self and peer improvement in skills and adapt effectively. | **Striking and Fielding**  To refine and adapt key skills in isolation, within team drills and in competitive play.. Eg throwing, catching, batting, fielding.  To make the right decisions to effectively field a ball or ball placement if hitting. Work together in a team to outwit opponents. Leadership in warm up and team/drill captains.  To be able to evaluate self and peer performance in regard to isolated skills and attacking and defensive play. | **Aths**  To refine and combine running, jumping and throwing. Eg. Sprint and middle distance running technique and starts, basic throwing technique (opposite leg forward, speed and height on release.) Standing broad jump, Triple jump technique.  Show **strength**, control and balance.  To show personal improvements in skills and performances as a result of refinement of skills and tactical awareness.  To understand how to improve athletic performance. Be able to observe and evaluate peers. |  | **Forest Schools** |
| **Yr 6**  **AUTUMN:**  **Netball (Stingers), Hockey (Quicksticks), Tag rugby**  **Dance**  **OR**  **Swimming** | **Inv Games**  To develop, refine and adapt key skills using more competitive situations/drills  e.g throwing and catching, dribbling and tackling with use of defender/in small sided games.  Play modified and full versions of games. **Year 6 as leaders of full warm-up and drills/captains.**  Attack and defence skills developed – understand positions in full games and can show effective attacking and defensive skills within competitive games.  Able to make better decisions in the game and/or discuss what would have been better. Opportunity to act as coach. |  | **Dance**  To develop, refine and adapt a range of dance movements. Show an understanding of key performance and observational skills (quality, focus and compete and hold finish / observe in silence, key focus to observe)  Perform confidently.  To perform dances using a more advanced range of movement patterns with support whilst communicating /collaborating.  To observe and Improve on quality of own movements and links and/or evaluate a peer performance. |  |  |  | **Swimming**  To be able to swim competently, confidently and proficiently over 25 meters.  To use a range of strokes effectively.  Perform safe self-rescue.  To be able to evaluate self-rescue decisions. | To apply knowledge from previous years to independently develop their own skills. |
| **SPRING:**  **Gymnastics**  **Fitness**  **Inv Games contd??** | **Inv Games**  To develop, refine and adapt basic skills using more competitive situations/drills  e.g throwing and catching, dribbling and tackling with use of defender/in small sided games.  Play modified and full versions of games. **Year 6 as leaders of full warm-up and drills/captains.**  Attack and defence skills developed – understand positions in full games and can show effective attacking and defensive skills within competitive games.  Able to make better decisions in the game and/or discuss what would have been better. Opportunity to act as coach. | **Gym**  To develop, refine and adapt key skills. Eg. Shapes, travel, actions, balances, rolls. Adv moves such as handstands cartwheels etc.  Safe use of age-appropriate apparatus.  To begin to link skills. Use of demonstrations of More Able.  To create basic sequences using above skills. Applying skills in different ways for use both in floorwork and on apparatus such as spring boards, benches and vaults. Be able to work as an individual, pair or within a team.  To compare performances with previous ones and identify strengths and areas for development. Then demonstrate improvement. |  |  |  |  |  | **Fitness**  **Orienteerin**g – individual and teamwork. Physical stamina.  **Fitness** exercises / circuits (linked to relevant Healthy Bodies SoL?)  How to prepare the body for exercise.  **Cross Country**  Middle distance technique and how to prepare the body and recover after exercise.  **Kimbolton Km** |
| **SUMMER:**  **Cricket, Rounders**  **Tennis**  **Athletics** |  |  |  | **Net and wall**  To refine and adapt key skills of Tennis. e.g. racket control, grip, bouncing ball up and down, rally to self, ready stance.  Partner feed and return drills. Paired rallies. Introduction of the volley. Underarm serve.  Modified competitions and games  Apply basic principles suitable for attacking and defending. Placing ball in a space.  Identify key areas for self and peer improvement in skills and adapt effectively. | **Striking and Fielding**  To refine and adapt key skills in isolation, within team drills and in competitive play.. Eg throwing, catching, batting, fielding.  To make the right decisions to effectively field a ball or ball placement if hitting. Work together in a team to outwit opponents. Leadership in warm up and team/drill captains.  To be able to evaluate self and peer performance in regard to isolated skills and attacking and defensive play. | **Aths**  To refine and combine running, jumping and throwing. Eg. Sprint and middle distance running technique and starts, basic throwing technique (opposite leg forward, speed and height on release.) Standing broad jump, Triple jump technique.  Show **strength**, control and balance.  To show personal improvements in skills and performances as a result of refinement of skills and tactical awareness.  To understand how to improve athletic performance. Be able to observe and evaluate peers. |  |  |