



HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING P.E

Purpose of study

We aim to follow the expectations outlined by the National Curriculum and encourage children to enjoy physical activity. We emphasise the importance of leading 'healthy, active lifestyles' and promote physical well-being, including its relationship to mental health and emotions. We hope to instil life-long enjoyment of being physically active and its importance for mental and physical wellbeing, in addition to appreciating the social benefits that physical activity promotes.

We encourage children to develop their physical confidence and competence in a range of skills, across all sporting disciplines. We provide opportunities for children to be creative, competitive and enjoy different challenges as individuals and as a team. Through this process, we hope to develop good sporting etiquette in our pupils and foster positive habits for the future.

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.

Attainment targets

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
- Lead healthy active lifestyles.

<u>Use running, jumping, throwing and catching in isolation and in combination</u>		T1 & T2	T3 & T4	T5 & T6
Can I consolidate my existing skills and gain new ones?	Y3: Can I consolidate existing skills of running, throwing, catching and skipping?			
	Y4: Can I develop new skills passing and throwing with a variety of equipment?			
	Y5: Can I develop new skills of dodging, using space and a sense of control?			
	Y6: Can I refine skills of dodging, using space and a sense of control?			
Can I use running, jumping, throwing and catching skills?	Y3: Can I use running, jumping, throwing and catching skills to a basic level?			
	Y4: Can I extend the length of my throw, the height of a jump, the speed of my running and the reliability of my catching?			
	Y5: Can I use appropriate techniques to improve my running, throwing, jumping and catching?			
	Y6: Can I run, jump, throw and catch to a good standard and compete with other children?			
Can I remember and repeat simple skills and actions with increasing control and co-ordination?	Y3: Can I move with careful control, co-ordination?			
	Y4: Can I move with co-ordination and control and care?			
	Y5: Can I be controlled and skilful in my actions and movements?			
	Y6: Can I show precision, control and fluency?			
Can I explore how to use and apply skills and actions in sequence and in combination?	Y3: Can I use my running, throwing, jumping and catching skills in isolation?			
	Y4: Can I combine my running, throwing, jumping and catching skills?			
	Y5: Can I use my running, throwing, jumping and catching skills to play a game?			
	Y6: Can I extend the use my running, throwing, jumping and catching skills to play a variety of games?			
Can I explore how to use and apply skills and actions in sequence and in combination?	Y3: Can I jump in a number of ways?			
	Y4: Can I jump in a number of ways sometimes using a short run up?			
	Y5: Can I combine running and jumping well?			
	Y6: Can I show accurate control, speed, strength and stamina when combining running and jumping?			
Can I explore how to use and apply skills and actions in sequence and in combination?	Y3/4: Can I sprint over a short distance? (y3/4)			
	Y3/4: Can I run over a longer distance conserving energy? (y3/4)			
	Y5/6: Can I choose the best pace for running? (y5/6)			

<u>Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending</u>		T1	T3	T5
		&	&	&
		T2	T4	T6
Can I vary the way I perform skills by using simple tactics and movement sequences?	Y3: Can I develop some tactics for the game I am playing?			
	Y4: Can I choose the appropriate tactics to cause a problem for the opposition?			
	Y5: Can I choose the most appropriate tactics in a game?			
	Y6: Can I use tactics effectively in a game?			
Can I follow rules and conventions for different activities?	Y3: Can I follow simple rules of a modified game?			
	Y4: Can I remember, and apply simple rules of a modified game?			
	Y5: Can I follow multiple rules of a game?			
	Y6: Can I remember, and apply multiple rules of a game?			
Can I use skills and tactics for attacking and defending?	Y3: Can I develop the range of consistency of my skills in all games? (Y3/4)			
	Y4: Can I develop the range of consistency of my skills in all games? (Y3/4)			
	Y5: Can I develop a broader range of techniques and skills for attacking and defending?			
	Y6: Can I understand, choose and apply a range of tactics and strategies for defence and attack?			
Can I work as part of a team?	Y3: Can I be part of a team?			
	Y4: Can I say how I can help the team?			
	Y5: Can I state why it is good to be part of a team?			
	Y6: Can I state why all members of the team are equally important?			

<u>Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics</u>		T1 & T2	T3 & T4	T5 & T6
Can I explore how to use and apply skills and actions in sequence and in combination?	Y3: Can I balance on different points of my body?			
	Y4: Can I work on improving strength and suppleness by practicing stretches and shapes?			
	Y5: Can I perform complex sequences that include a variety of balances, changes of direction, level and speed?			
	Y6: Can I link and adapt actions together into a well-timed and varied sequence? <i>Including flexibility, strength, technique, control and balance.</i>			
Can I remember and repeat simple skills and actions with increasing control and co-ordination?	Y3: Can I move with careful control, co-ordination?			
	Y4: Can I move with co-ordination and control and care?			
	Y5: Can I be controlled and skilful in my actions and movements?			
	Y6: Can I show precision, control and fluency?			
Can I remember and repeat simple skills and actions with increasing control and co-ordination?	Y3: Can I use simple techniques when learning new skills? Eg, to throw new equipment, to jump or run in new ways.			
	Y4: Can I apply simple actions and techniques consistently?			
	Y5: Can I consistently complete actions and techniques with control?			
	Y6: Can I consistently complete combinations of actions and techniques with strength and control?			
Can I create fluent sequences?	Y3: Can I consolidate and improve the quality of my actions, body shapes and balances, and in my ability to link movements? E.g. using bunny hops, egg rolls and log rolls.			
	Y4: Can I develop the range of actions, body shapes and balances I include in a performance? E.g. using shoulder stands, pencil rolls and log rolls.			
	Y5: Can I perform actions, shapes and balances consistently and fluently in specific activities? E.g. using shoulder stands, forward rolls and handstands.			
	Y6: Can I combine and perform actions, shapes and balances more fluently and effectively across the activity areas? E.g. using forward rolls, handstands and teddy rolls.			

<u>Perform dances using a range of movement patterns</u>		T1 & T2	T3 & T4	T5 & T6
Can I explore how to use and apply skills and actions in sequence and in combination?	Y3: Can I link 2 or more actions together to make a sequence?			
	Y4: Can I improvise with ideas and movements?			
	Y5: Can I be creative and imaginative in composing my own dances?			
	Y6: Can I choose my own dance steps and develop them?			
Can I vary the way I perform skills by using simple tactics and movement sequences?	Y3: Can I perform my dance actions with control and co-ordination?			
	Y4: Can I refine my dance movements into sequences?			
	Y5: Can I perform expressively?			
	Y6: Can I refine my dances with style and artistic intention?			
Can I create and perform a dance using a range of movement patterns including those from different times, places and cultures?	Y3: Can I create and link dance phrases?			
	Y4: Can I use simple choreographic principles to create motifs and narrative?			
	Y5: Can I compose dances by using and adapting and developing steps, formations and patterns?			
	Y6: Can I create and structure motifs, phrases, sections and whole dances?			

<u>Take part in outdoor and adventurous activity challenges both individually and within a team</u>		T1 & T2	T3 & T4	T5 & T6
Can I take part in outdoor activities including following trails?	Y3/4: Can I develop a range of skills and work with others to solve challenges in a familiar environment?			
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	Y5/6: Can I choose and apply strategies and skills to meet the requirements of a task or challenge in a familiar, unfamiliar and changing environment?			
	Y5/6: Can I choose and apply strategies and skills to meet the requirements of a task or challenge in a familiar, unfamiliar and changing environment?			
Can I use a range of orienteering and problem solving skills?	Y3/4: Can I develop and refine orienteering and problem-solving skills when working in groups and on their own?			
	Y3/4: Can I develop and refine orienteering and problem-solving skills when working in groups and on their own?			
	Y5/6: Can I decide what approach to use to meet the challenge set?			
	Y5/6: Can I decide what approach to use to meet the challenge set?			
Can I work with others to meet challenges?	Y3: Can I be part of a team?			
	Y4: Can I work with others to meet challenges?			
	Y5: Can I ask questions within my team to meet the challenge?			
	Y6: Can I problem solve with my team to meet the challenge?			

<u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u>		T1 & T2	T3 & T4	T5 & T6
Can I identify what makes a performance effective?	Y3: Can I talk about the differences between my own and others' performances?			
	Y4: Can I say how my work is similar to and different from others'?			
	Y5: Can I compare and comment on the skills, techniques and ideas used in my work and in others'?			
	Y6: Can I analyse and comment on skills and techniques and how they are applied in my own and in others' work?			
Can I give feedback and suggestions for improvement?	Y3: Can I say what has gone well and why?			
	Y4: Can I use positive feedback to suggest improvements for sections that didn't go as well as expected?			
	Y5: Can I use critical appraisals to improve my performance?			
	Y6: Can I modify and refine my skills and techniques to improve my performance?			

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 such as front crawl, backstroke and breaststroke
 perform safe self-rescue in different water-based situations.

T1
&
T2

T3
&
T4

T5
&
T6

Can I pace myself in floating and swimming challenges related to speed, distance and personal survival?	Y3: Can I consolidate and develop the quality of my skills e.g. front crawl, back crawl, breaststroke, floating and survival skills?			
	Y4: Can I improve my strokes by linking movements of my legs and arm actions?			
	Y5/6: Can I choose and use a variety of strokes and skills, according to the task and the challenge? E.g. swimming without aids, distance and time challenges.			
	Y5/6: Can I choose and use a variety of strokes and skills, according to the task and the challenge? E.g. swimming without aids, distance and time challenges. (Y5/6)			
Can I swim unaided for at least 25m?	Y3: Can I use my arms and legs correctly whilst lying on my front and back?			
	Y4: Can I use my arms and legs correctly whilst lying on my front and back?			
	Y5: Can I use my arms and legs consistently to improve the quality of my stroke whilst on my front and back?			
	Y6: Can I use my arms and legs consistently to improve the quality of my stroke whilst on my front and back?			
Can I use a range of recognised strokes and personal survival skills?	Y3: Can I use a stroke that I am confident with to aid personal survival skills?			
	Y4: Can I use a stroke that I am confident with to aid personal survival skills?			
	Y5: Can I use a range of strokes to aid personal survival skills and why they are so important?			
	Y6: Can I use a range of strokes to aid personal survival skills and why they are so important?			

Lead healthy, active lifestyles

<u>Lead healthy, active lifestyles</u>		T1 & T2	T3 & T4	T5 & T6
Can I explain why physical activity is good for my health and well being?	Y3: Can I talk about how exercise makes me feel? (physically, mentally and socially)			
	Y4: Can I talk about why exercise is good for my health? (physically, mentally and socially)			
	Y5: Can I describe how valuable physical exercise is to my health? (physically, mentally and socially)			
	Y6: Can I describe why regular, safe exercise is good for my fitness and health? (physically, mentally and socially)			
Can I warm up and prepare appropriately for different activities?	Y3: Can I describe how my body feels during a warm up, using parts of the body to describe the effects?			
	Y4: Can I describe how my body feels during a warm up, and why it is important, using parts of the body to describe the effects?			
	Y5: Can I describe why it is important to warm up, and chose appropriate activities for this, using parts of the body to describe the effects?			
	Y6: Can I describe why it is important to warm up and cool down, and chose appropriate ways to do this, which suit the activity?			
Can I wear appropriate clothing for the physical activity?	Y3: Can I choose the right clothing to wear for certain sports?			
	Y4: Can I choose the right clothing to wear for certain sports?			
	Y5: Can I say why it is important to have the right clothing for a sport and that this will add an advantage?			
	Y6: Can I say why it is important to have the right clothing for a sport and that this will add an advantage?			