



PE Curriculum

Progression Documents

By the end of Upper Key Stage 2		
Games	I can travel with a ball showing changes of speed and directions using either foot or hand.	I can effectively travel with a ball into the correct space.(with intent)
	I can vary skills and link these in ways that suit the games activity	I can vary skills, actions and ideas and link these in ways that suit the games activity.
	I can use a range of techniques and skills with increasing accuracy.	I can use a range of techniques effectively
	I can show confidence in using ball skills in various ways and can link these together.	I can show confidence in using ball skills in various ways and can link these together effectively.
	I can apply basic skills for attacking and defending	I can apply knowledge of skills for attacking and defending.
	I can take part in a competitive game with an understanding of tactics.	I can take part in a competitive game with strong understanding of tactics and composition.
	I can create my own game using knowledge and skills taught.	I can modify competitive games.
	I begin to use a range of skills to keep possession and control of the ball.	I can keep possession of the ball during game situations
	I can begin to make suggestions as to what resources can be used to differentiate a game.	I can confidently make suggestions as to what resources can be used to differentiate a game.
	I can select the right approach to attack and defend in games situations.	I can effectively select the right approach to attacking and defending in games situation.
I can show an understanding of when to attack and defend.	I can choose when to pass or dribble, so that they keep possession and make progress towards the goal.	



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Dance	I can begin improvise, still demonstrating fluency across my sequence on my own, with a partner or group.	I can improvise with confidence, still demonstrating fluency across my sequence, on my own, with a partner or in a group.
	I can move appropriately and with the required style in relation to the stimulus	I can move appropriately and with the required style in relation to the stimulus using various levels, ways of traveling and motifs.
	I can begin to exaggerate dance moves and motifs (using expression when moving)	I can exaggerate dance movements and motifs using expression when moving.
	I can modify part of a sequence using complex dance vocabulary as a result of self and peer evaluation	I can demonstrate a strong imagination when creating own dance sequences and motifs using peer and self-evaluation to assist.
	I can perform using the space provided to it's maximum potential	I can perform with confidence using a range of movement patterns to use the space.
	I can begin to show change of pace and timing and combine flexibility, techniques and movements to create a fluent sequence	I can move to the beat accurately and dance with fluency linking all of my movements and ensuring they flow.
	I can organise my own warm up and cool down, understanding the importance of it.	I can understand why dance is good for fitness.
Gymnastics	I can perform taught skills in a consistent performance.	I can combine and perform taught skills with precision, control and fluently.
	I can use more complex gym vocabulary describe how to improve and refine performances	I can confidently use more complex gym vocabulary describe how to improve and refine performances
	I can create sequences and adapt them.	I can develop their own sequences.
	I can develop strength, technique and flexibility throughout performances.	I can perform difficult actions with an emphasis on extension, clear body shape and changes in direction.
	I can begin to understand composition by performing more complex sequences and apply them to equipment	I can develop strength, technique and flexibility throughout performances on the floor and on equipment.
	I can build a variety of running techniques and use with confidence	I can use a variety of running techniques and with them in a competitive situation



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Athletics	I can perform a jump with more than one component for specific height or distance	I can apply my jumping skills for specific height or distances in a competitive situation.
	I can demonstrate accuracy and confidence in throwing activities, understanding when throws needs to change for distance or equipment	I can apply my throwing techniques with accuracy and confidence for specific throws in a competitive situation.
Outdoor/ Adventurous Activities	I can develop strong listening skills	I can develop strong listening skills
	I can use and interpret simple maps	I can use and interpret maps
	I can think activities through and problem solve using basic general knowledge.	I can think activities through and problem solve using basic general knowledge.
	I can choose and apply strategies to solve problems with support	I can choose and apply strategies to solve problems
	I can demonstrate an understanding in how to stay safe	I can confidently show and understand how to be safe.

Implementation



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Cycle A – UKS2							
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> <u>Gymnastics (Floor skills)</u>	<u>Spring 2</u> <u>Gymnastics (Apparatus skills)</u>	<u>Summer 1</u> <u>Games - Netball</u>	<u>Summer 2</u> <u>Athletics</u>	
Vocabulary	Dance style, Dance phrase, Fluency, Travelling, Technique, Formation, Pattern, Rhythm, Variation, Improvisation, Unison, Canon, Action, Reaction, Motif, Dynamics, Phrase, Interpret, Exploration, Agility, Flexibility, Combination, Strength, Technique, Control, Balance, Evaluate, Improve, Timing, Perform		Co-operate, Audience, Elements, Twist, Refine, Aesthetically, Criteria, Extension, Tension, Dynamics, Combination, Canon, Counter-tension, Counter-balance, Criteria, Performance, Imaginative, Parallel, Creativity, Timing, Agility, Strength, Technique, Control, Balance, Evaluate, Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, Level 3 partner balances – angle, lunge, feet, high thighs, straddle lift, trunk		Possession, Speed, Direction, Range, Techniques, Combinations, Competition Tactics, Co-operation, Create, Control, Decisions, Passing, Dribbling, Shooting, Shield ball, Support, Marking, Repossession, Attackers, Defenders, Team play, Target, Defending, Stance, Pitch		Sprint, Team, Distance, Measure, Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles, Throwing, Speed, Accuracy, Take off, Stamina, Time, Release, Performance, Accuracy, Position, Control, Height, Run up, Hurdles, Strength, Technique, Control, Balance, Evaluate, Improve, adapt, performance Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery



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				Determination, perseverance, resilience, orientation, scale, co-ordinates
I will know...	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass, receive and shoot the ball with some control under pressure.</p> <p>I can stay with an opponent and I am confident to attempt to intercept.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p>	<p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p> <p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p>



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			<p>I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I persevere to achieve my personal best. I show accuracy and power when throwing for distance.</p>
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Cycle B– UKS2						
	<u>Autumn 1</u> <u>Dance</u>	<u>Autumn 2</u> <u>Dance</u>	<u>Spring 1</u> <u>Gymnastics (Floor skills)</u>	<u>Spring 2</u> <u>Gymnastics (Apparatus skills)</u>	<u>Summer 1</u> <u>Games</u> <u>Tennis</u>	<u>Summer 2</u> <u>Athletics</u>
Vocabulary	Dance phrase, Technique, Formation, Pattern Rhythm, Expression, Improvisation, Modify, Pace, Timing, Action, Reaction, Motif, Dynamics, Interpret, Exploration, Agility Flexibility, Combination, Strength, Balance, Evaluate, Improve, Perform		Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support,		Speed, Direction, Range, Techniques, Combinations, Decisions, Passing, forehand, back hand, rally, stroke, serve, underarm, overarm, volley	Sprint, Team, Distance, Measure, Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles, Throwing, Speed, Accuracy, Take off, Stamina, Time, Release, Performance, Accuracy, Position, Control, Height, Run up, Hurdles, Strength, Technique, Control, Balance, Evaluate, Improve, adapt, performance Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery



PE Curriculum

				Determination, perseverance, resilience, orientation, scale, co-ordinates
I will know...	<p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work</p>	<p>.I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p>



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			<p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>
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Intended Impact



PE Curriculum