

PE Curriculum: Lower Key Stage 2

Activity	Children will learn how to:
<p>Invasion Games</p> <ul style="list-style-type: none"> • Throwing and Catching • Improving Accuracy • Invaders • Moving with the Ball • Team Games • Can you dribble it? • Passing and Receiving • Creating Space • Attacking Skills • Playing Games 	<ul style="list-style-type: none"> • Throw and catch with control under some pressure; pass, receive and move with the ball, keeping control and possession; be aware of space; know and use rules fairly to keep a game going; describe how some games use short bursts of speed; recognise and describe what happens to their breathing, heart rate and body temperature when they play games; explain why it is important to warm up and cool down; recognise and evaluate good performance. • play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully; use simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, speed and stamina can be improved by playing invasion games; know the importance of doing warm-up routines; watch and describe others' performances as well as their own, and suggest simple ways in which to improve.
<p>Net and Wall Games</p> <ul style="list-style-type: none"> • Bouncing and Catching • Racket Skills • King of the Court • Playing net games 	<ul style="list-style-type: none"> • keep a continuous game going; use a range of throwing and catching skills; use a small range of basic racket skills; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; use a range of simple tactics to defend their own court; adapt rules to suit their game; create their own net games; keep rules fairly; recognise how playing net games affects the body; talk about what they do well and the things that they could do better
<p>Striking and Fielding Games</p> <ul style="list-style-type: none"> • Catching Skills • Throwing Accurately • Fielding Skills • Batting Skills • Playing Games 	<ul style="list-style-type: none"> • use a range of skills, e.g. throwing, catching, stopping and striking a ball with some control and accuracy; choose skills and tactics to suit the situation in a game; know rules and use them fairly to keep games going; explain what they need to do to get ready to play a game; warm up and be aware of what is happening to their bodies; describe where they and others are successful and why; suggest what needs practising.
<p>Gymnastics</p> <ul style="list-style-type: none"> • Body Shapes • A balancing Act • Methods of Travelling • Sequences in Apparatus • Developing Sequences Further • Partner balances • Rolling 	<ul style="list-style-type: none"> • use a number of their own ideas for movements in response to a task; choose and plan a sequence of actions; adapt this sequence to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; comment on differences and similarities in gymnastic performances; with help, recognise how performances could be improved. • choose and plan a sequence of shapes and balances with control; perform and repeat longer sequences that include changes of speed and level; adapt sequences to suit their partner's ability;

<ul style="list-style-type: none"> • Mirroring and matching • Balancing on Apparatus • Developing Sequences 	<p>understand that strength and suppleness can be improved; help think of some warm-up activities and stretches; watch, describe and suggest possible improvements to others' performances; suggest how their own performance could be improved.</p>
<p>Dance</p> <ul style="list-style-type: none"> • Life on the Nile • During the Blitz • Tudors • Divali dance 	<ul style="list-style-type: none"> • improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances; • respond imaginatively to a range of stimuli related to character and narrative; use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment; show a clear understanding of how to warm up and cool down safely; describe, interpret and evaluate dance, using appropriate language;
<p>Swimming</p> <ul style="list-style-type: none"> • Blow those Bubbles • Kick those feet • Floating along • Going Straight • Kicking and Breathing • Breathing to the Side • Straight Bodies • Get Those Arms Moving • Perfecting Front crawl • Back crawl leg kick • Back crawl arms • Perfecting Back Crawl • Breaststroke legs • Breaststroke arms • Breaststroke breathing • Perfecting Breaststroke • Distance swimming • Water Skills • Personal Survival • Rescue Skills 	<ul style="list-style-type: none"> • swim between 10 and 25 metres unaided in shallow water, using their arms and legs to propel themselves; use one basic method to swim the distance, making sure that they breathe; using floats, swim over longer distances and periods of time with a more controlled leg kick; join in all swimming activities confidently; explore freely how to move in and under water; recognise how the water affects their temperature; recognise how their swimming affects their breathing; identify and describe the differences between different leg and arm actions. • most children will be able to: swim between 50 and 100 metres and keep swimming for 45 to 90 seconds; use three different strokes, swimming on their front and back; control their breathing; swim confidently and fluently on the surface and under the water; work well on their own and in groups to carry out specific tasks and challenges; recognise how swimming affects their body, and pace their efforts to meet different challenges; suggest activities and practices to help improve their own performance.

<p>Athletics</p> <ul style="list-style-type: none"> • Throwing • Throwing Practice • Running • Jumping • Running styles • 	<ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed. • understand and demonstrate the differences between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy towards a target area; perform a range of jumps, showing consistent technique and using a short run-up; play different roles within small groups; understand that different activities have different effects on heart rate and body temperature, and make use of some of these activities when warming up; compare and contrast performances using appropriate language;
<p>Outdoor Adventure</p> <ul style="list-style-type: none"> • Letter Hunt • Object ID • Playground orienteering • Site Orienteering • Pond Dipping Challenge 	<ul style="list-style-type: none"> • identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another; respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems; recognise that different tasks make their body work in different ways; comment on how they went about tackling tasks • use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently.