



Capenhurst CE Primary
National Curriculum 2014 – P.E (Upper KS2)

Upper KS2 objectives

Date:

Throughout their time in KS2, pupils should continue to implement 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. 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.

| UKS2 | Objective (those in bold are the NC end of KS2 objectives) | Pupils working towards | Pupils working at | Pupils working beyond |
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| Games | <p><u>Travel</u> I can travel with a ball showing changes of speed and directions using either foot or hand. I can travel whilst holding a bat, showing changes of speed and directions to help me score runs. I can travel at an appropriate speed, with and without equipment, with tactical knowledge of how to use space in a competitive game situation. I can travel to score runs showing changes of speed and directions using my awareness of the fielding positions.</p> <p><u>Send and Receive</u> I can use a range of techniques when passing, e.g. high, low, chest, bounced, shoulder, overhead, fast and slow. I can keep a game going using a range of different ways of throwing. I can effectively play a competitive net/wall game. I can make things difficult for my opponent by directing the ball to space, at different speeds and heights. I can use a range of striking techniques. I can strike a ball with intent and send it with greater accuracy when bowling and/or fielding. I can effectively play a competitive strike and field game. I can dribble effectively around obstacles, showing precision and accuracy when sending and receiving. I can perform skills with accuracy, confidence and control. I can play shots on both sides of my body and above my head in practice and in a game. I can use a range of techniques when batting and bowling. I can keep a game going using a range of different ways of fielding. I can effectively play a competitive strike/field game.</p> <p><u>Decision Making</u> I can keep and use competitive games rules as they are given. I can combine and perform skills with control, adapting them to meet the needs of the situation. I can play recognised versions of net and wall games showing tactical awareness and knowledge of rules and scoring. I can choose and use skills which meet the needs of the</p> | | | |

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| | <p>situation.</p> <p>I can choose when to pass or dribble, so that I keep possession for my team so we can make progress towards the opposition goal.</p> <p>I can hit the ball with purpose, varying the speed, height and direction.</p> <p>I can referee games through clear understanding of the rules.</p> <p>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.</p> | | | |
| Dance | <p><u>Creation</u></p> <p>I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working on my own, with a partner and in a group.</p> <p>I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.</p> <p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p> <p>I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea.</p> <p><u>Performance</u></p> <p>I can create and perform dances using a range of movement patterns in response to a range of stimuli.</p> <p>I can remember, repeat and combine longer, more complex dance phrases.</p> <p>I can perform a variety of dance styles with accuracy and consistency.</p> <p>I can extend compositional skills incorporating a wider range of dance styles and forms.</p> <p><u>Observation, Oracy and Literacy</u></p> <p>I can respond to numerous stimuli showing different actions performed with control and fluency.</p> <p>I can think about character and narrative ideas created by the stimulus, and respond through movement.</p> <p>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | | | |
| Gymnastics | <p><u>Actions</u></p> <p>I can perform a range of rolls including backwards roll consistently.</p> <p>I can perform a range of actions with consistency, fluency and</p> | | | |

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| | <p>clarity of movement. I can perform a range of rolls showing different entrances and exits. I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy. I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</p> <p><u>Routine</u> I can combine actions to make a sequence. I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions. I can perform sequences with changes of speed, level and direction, and clarity of shape. I can gradually increase the length of sequences. I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. I can repeat accurately a longer sequence with more difficult actions, with emphasis on extension and clear body shape and changes in direction.</p> <p><u>Apparatus</u> I can make similar or contrasting shapes on apparatus. I can decide on suitable apparatus to use in a sequence and use the apparatus effectively ensuring that it will enhance my performance.</p> <p><u>Pair / Group work</u> I can make similar or contrasting shapes on the floor working with a partner. I can combine actions and maintain the quality of performance when performing with a partner. I can work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. I can work collaboratively with a group to improve our sequences.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | | | |
| <p>Outdoor and Adventurous Activities</p> | <p><u>Conway Centre activities and skills</u> Mountain walking, sea-level traversing, high rope courses, kayaking, rock climbing, gorge walking, mountain biking, via ferrata. I can navigate and plan different routes. I can use different kayaking strokes. I can use belaying devices effectively. I can ride a mountain bike. I can work effectively as part of a team.</p> | | | |

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| | <p><u>Map Work</u> I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can plan a route and series of clues for someone else.</p> <p><u>Safety</u> I can change the route if there is a problem. I can change my plan if I get new information. I can plan with others taking account of safety and danger.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> | | | |
| <p>Athletics</p> | <p><u>Running</u> I can combine running and jumping and understand that a run up will contribute to a further jump. I can follow specific rules in running events. I can judge how far I can run to score points. I can choose a suitable pace for running to plan and carry through an event. I can show stamina, strength and speed across a range of different running events.</p> <p><u>Jumping</u> I can control my take-off and landing in a jump. I can combine running and jumping and understand that a run up will contribute to a further jump. I can follow specific rules in jumping events. I can show stamina, strength and speed across a range of different jumping events.</p> <p><u>Throwing</u> I can consistently throw with accuracy. I can follow specific rules in throwing events. I can show stamina, strength and speed across a range of different running events.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p> | | | |

Swimming - Autumn A & B KS2

Lower Attainers

I can swim between 25 and 50 metres unaided
I can keep swimming for 30 to 45 seconds, using swimming aids and support
I can use a variety of basic arm and leg actions when on my front and on my back
I can swim on the surface and lower myself under water
I can take part in group problem-solving activities on personal survival
I can recognise how my body reacts and feels when swimming
I can recognise and concentrate on what I need to improve.

Mid Attainers

I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds
I can use 3 different strokes, swimming on their front and back
I can control my breathing
I can swim confidently and fluently on the surface and under water
I can work well in groups to solve specific problems and challenges, sharing out the work fairly
I can recognise how swimming affects my body, and pace my efforts to meet different challenges
I can suggest activities and practices to help improve my own performance

Higher Attainers

I can swim further than 100 metres
I can swim fluently and confidently for over 90 seconds
I can use all 3 strokes with control
I can swim short distances using butterfly
I can breathe so that the pattern of my swimming is not interrupted
I can perform a wide range of personal survival techniques confidently
I know what the different tasks demand of my body, and pace my efforts well to meet challenges
I can describe good swimming technique and show and explain it to others

NC Swimming and Water Safety Objectives

By the end of KS2 pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.