



Lower 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 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.

LKS2	Objective (those in bold are the NC end of KS2 objectives)	Pupils working towards	Pupils working at	Pupils working beyond
Games	<p><u>Travel</u> I can travel safely with control and consistency. I can travel whilst bouncing a ball showing control. I can travel with a ball showing increasing control using both hands and feet. I can travel whilst keeping an eye on the ball when fielding showing control.</p> <p><u>Send and Receive</u> I can send and receive with control and consistency. I can use a range of skills to help me to keep possession and control of the ball. I can use a range of skills with increasing control I can play a simple rallying game. I can use a range of skills to keep possession and make progress towards a goal, on my own and with others. I can play a simple strike and field game. I know and use a range of skills to retain the ball, before passing to a team member. I can perform a range of skills with accuracy and control, repeatedly in a range of situations.</p> <p><u>Decision Making</u> I can create my own send and receive game with a partner. I can choose good places to stand when receiving, and give reasons for my choice. I can choose and use batting or throwing skills to make the game hard for my opponents. I can create my own strike and field game with a small group. I can choose good places to stand when fielding, and give reasons for my choice. I can make up a game with simple rules in small groups. I can use a range of techniques to ensure fair play and that I know how to score goals and win the game. I can choose where I should position myself to be a defender and an attacker. I can choose the best skills to use to play the different roles within a game, knowing the skills that they should use to be successful.</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>			
<p>Dance</p>	<p><u>Creation</u> I can apply basic compositional ideas to create dance which convey feelings and emotions. I can link actions to make dance phrases, working with a partner and in a small group. I can use a range of actions and begin to combine movement phrases and patterns. I can begin to design my own movement phrases that respond to the stimuli or emotion.</p> <p><u>Performance</u> I can incorporate different qualities and dynamics into my movements. I can perform short dances with expression, showing an awareness of others when moving. I can respond and perform with a partner, showing actions that link fluently and accurately. I can begin to respond within a small group of partnership, to speed and level. I can use a range of movement and dance phrases within different ways (unison, canon) with a partner or group. I can remember and perform short dance phrases, showing an understanding and an awareness of others.</p> <p><u>Observation, Oracy and Literacy</u> I can show an imaginative response to different stimuli. I can observe, explore, develop and explain new actions while working with a partner or a small group. I can respond to stimuli through the appropriate language, creating my own ideas and movement phrases. I can evaluate short dance phrases.</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>			
<p>Gymnastics</p>	<p><u>Actions</u> I can perform a competent forward roll, pencil roll and teddy bear roll. I can show control, accuracy and fluency of movement when performing individual actions. I can perform a range of rolls with control and accuracy. I can develop a longer, more varied movement phrase with smooth links between actions.</p> <p><u>Routine</u> I can repeat an action or short sequence of movements, and improve the quality of the actions and transitions. I can plan and perform a movement sequence with contrasts in speed, level and direction.</p>			

	<p>I can devise and perform a gymnastic sequence with a clear beginning, middle and end. I can adapt a sequence to include different levels, speeds, or directions. I can repeat and refine an action or short sequence showing quality movement phrases, combining different actions for effect. I can perform a sequence combining speed, level, direction and a variety of shapes.</p> <p><u>Apparatus</u> I can explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel. I can explore different combinations of apparatus to look at shape, balance and travel. I know how to utilise this equipment to enhance my movements.</p> <p><u>Pair / Group work</u> I can show control, accuracy and fluency of movement when performing with a partner. I can work well on my own and contribute to pair sequences. I can perform with a partner or group. I can work within different groups to contribute to a variety of different 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> Indoor climbing, orienteering, bush craft, low ropes course, canoeing, problem solving, abseiling. I can use ropes, a harness, helmet, buoyancy aid and a paddle correctly. I can use belaying and abseiling techniques. I can use different strokes for manoeuvring a canoe. I can fit my own harness and work as part of a team.</p> <p><u>Map work</u> I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can perform these map work skills in a more demanding familiar context.</p> <p><u>Safety</u> I can follow a route safely. I can they follow a route accurately, safely and within a time limit.</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 know the difference between sprinting and running. I can run at fast, medium and slow speeds, changing speed and direction. I can link running and jumping activities with some fluency, control and consistency. I can take part in a relay activity, remembering when to run and what to do. I can choose an appropriate running pace to reduce my time or increase my distance. I can run over a long distance. I can sprint over a short distance.</p> <p><u>Jumping</u> I can link running and jumping activities with some fluency, control and consistency. I can make up and repeat a short sequence of linked jumps. I can jump in different ways. I can choose which jumping technique will give me the furthest jumping distance.</p> <p><u>Throwing</u> I can choose and use a throw to reach a target, throwing with accuracy and the required power. I can throw a variety of objects, changing their action for accuracy and distance. I can throw in different ways. I can choose which throwing technique to use to increase my throwing distance. I can hit a target by throwing with accuracy.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p>			
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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.**