



### National Curriculum Requirements of PE at KS2

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:

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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

### Our Intent

At SPJS we aim to inspire all children to enjoy being physically active and develop this enthusiasm outside of school and throughout their lives. Whilst we appreciate that some children have a desire to be competitive in activities, we want everyone to simply have a go and enjoy participating in sport. We aim to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity. Due to the increasing obesity of children and decreasing levels of physical activity among children, we aim to encourage an extra 30 minutes physical activity per day outside of the curriculum.

	Year 3	Year 4	Year 5	Year 6
Areas of Study	Gymnastics Dance Athletics Team building OAA Netball Football Rounders	Gymnastics Dance Athletics Swimming Basketball Hockey Tag Rugby Cricket	Gymnastics Dance Swimming Athletics Cricket Hockey OAA Sports Leadership	Gymnastics Dance Athletics Netball Tag Rugby Tennis Circuit Training Rounders
Acquiring, Developing and Applying Skills	<p>Pupils select and use skills, action and ideas appropriately, and begin to demonstrate them with co-ordination and control.</p>	<p>Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.</p> <p>Pupils should be able to show growing co-ordination and control whilst beginning to use appropriate power and build consistency.</p>	<p>Pupils select and combine their skills, techniques and ideas and apply them accurately, appropriately and consistently, showing precision, control and fluency.</p> <p>Pupils should be able to link skills and demonstrate them with co-ordination and control, whilst growing in appropriate power and consistency. They will begin to choose appropriate tactics to suit the situation in a game.</p>	<p>Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Pupils should be able to link skills and demonstrate them with co-ordination and control, whilst showing appropriate power and consistency. They should be able to make good tactical decisions to suit the situation in a game.</p>
Sports Leadership/ Embedding values	<p>Pupils show that they understand tactics and composition by starting to vary how they respond.</p> <p>Pupils should be able to work well in small groups and use simple rules safely, honestly and fairly.</p>	<p>Pupils' performance shows that they understand tactics and composition.</p> <p>Pupils should be able to undertake different roles within a group and adapt rules to make games safe and fair.</p>	<p>When performing, pupils draw on what they know about strategy, tactics and composition.</p> <p>Pupils should be able to organise and lead warm-up activities and games and accept decisions made by others.</p>	<p>When performing, pupils draw on what they know about strategy, tactics and composition</p> <p>Pupils should be able to create and assign roles to include all members of a group and display sporting etiquette by acting as a positive role model.</p>

<b>Evaluating and Improving Performance</b>	<p>Pupils should be able to see how their work is similar to and different from others' work and use this understanding to improve their own performance.</p>	<p>Pupils should begin to compare and comment on skills, techniques and ideas used in their own and others' work, while using appropriate positive words in small groups.</p>	<p>Pupils can analyse and comment on skills and techniques and how these are applied in their own and others' work. They can modify and refine skills and techniques to improve their performance. Pupils should begin to help others by giving positive and constructive feedback and be able to listen to suggestions from their peers.</p>	<p>Pupils can analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance Pupils should be able to support their peers in a positive manner to give constructive feedback in order to improve others' performances and listen and apply the feedback they are given to improve their own performance.</p>
<b>Knowledge and Understanding of Fitness and Health</b>	<p>Pupils give reasons why warming up before and activity is important, and why physical activity is good for their health.</p> <p>Pupils should be able to recognise when their body is warmer or cooler and when their heart beats faster or slower.</p>	<p>Pupils explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.</p> <p>Pupils should be able to relate different activities to different heart rates and body temperatures and begin to use some of these activities when warming up.</p>	<p>Pupils explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.</p> <p>Pupils should begin to understand how stamina and power help people to perform well in different activities.</p>	<p>Pupils explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.</p> <p>Pupils should be able to identify activities that require more stamina or power in order to sustain their energy and improve on personal targets.</p>

At SPJS we use the Merton and Sutton Scheme of Work.