

## National Curriculum Requirements of PE at Key Stage 2

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 succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
- 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 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 such as front crawl, backstroke and breaststroke
- Perform safe self-rescue in different water-based situations.

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 3

Acquiring & developing skills	Evaluating & Improving	Health & Fitness	Dance (also covered in Dance section)
<p>Can they select and use the most appropriate skills, actions or ideas?</p> <p>Can they move and use actions with co-ordination and control?</p>	<p>Can they explain how their work is similar and different from that of others?</p> <p>With help, do they recognise how performances could be improved?</p>	<p>Can they explain why it is important to warm- up and cool-down?</p> <p>Can they identify some muscle groups used in gymnastic activities?</p>	<p>Can they improvise freely, translating ideas from a stimulus into movement?</p> <p>Can they share and create phrases with a partner and in small groups?</p> <p>Can they repeat, remember and perform these phrases in a dance?</p>
Games	Gymnastics	Athletics	Outdoor/adventurous
<p>Can they throw and catch with control when under limited pressure?</p> <p>Are they aware of space and use it to support team-mates and cause problems for the opposition?</p> <p>Do they know and use rules fairly to keep games going?</p>	<p>Can they use a greater number of their own ideas form movement in response to a task?</p> <p>Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances?</p> <p>Can they compare and contrast gymnastic sequences, commenting on similarities and difference?</p>	<p>Can they run at fast, medium and slow speeds, changing speed and direction?</p> <p>Can they link running and jumping activities with some fluency, control and consistency?</p> <p>Can they make up and repeat a short sequence of linked jumps?</p> <p>Can they take part in a relay activity, remembering when to run and what to do?</p> <p>Do they throw a variety of objects, changing their action for accuracy and distance?</p>	<p>Can they follow a map in familiar context?</p> <p>Can they move from one location to another following a map?</p> <p>Can they use clues to follow a route?</p> <p>Can they follow a route safely?</p>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Swimming

Lower attainers	Mid attainers	Higher attainers
<p>Can they swim between 25 and 50 metres unaided?</p> <p>Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</p> <p>Can they use a variety of basic arm and leg actions when on their front and on their back?</p> <p>Can they swim on the surface and lower themselves under water?</p> <p>Can they take part in group problem-solving activities on personal survival?</p>	<p>Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</p> <p>Do they use 3 different strokes, swimming on their front and back?</p> <p>Can they control their breathing?</p> <p>Can they swim confidently and fluently on the surface and under water?</p> <p>Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</p> <p>Do they recognise how swimming</p>	<p>Can they swim further than 100 metres?</p> <p>Can they swim fluently and confidently for over 90 seconds?</p> <p>Do they use all 3 strokes with control?</p> <p>Can they swim short distances using butterfly?</p> <p>Do they breathe so that the pattern of their swimming is not interrupted?</p> <p>Can they perform a wide range of personal survival techniques confidently?</p>

<p>Do they recognise how their body reacts and feels when swimming? Can they recognise and concentrate on what they need to improve?</p>	<p>affects their body, and pace their efforts to meet different challenges? Can they suggest activities and practices to help improve their own performance?</p>	<p>Do they know what the different tasks demand of their body and pace their efforts well to meet challenges? Can they describe good swimming technique and show and explain it to others?</p>
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