

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 4

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 make up their own small-sided game?</p>	<p>Can they explain how their work is similar and different from that of others?</p> <p>Can they use their comparison to improve their work?</p>	<p>Can they explain why warming up is important?</p> <p>Can they explain why keeping fit is good for their health?</p>	<p>Can they take the lead when working with a partner or group?</p> <p>Can they use dance to communicate an idea?</p> <p>Can they work on their movements and refine them?</p> <p>Is their dance clear and fluent?</p>
Games	Gymnastics	Athletics	Outdoor/adventurous
<p>Can they catch with one hand?</p> <p>Can they throw and catch accurately?</p> <p>Can they hit a ball accurately and with control?</p> <p>Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game?</p> <p>Can they vary tactics and adapt skills according to what is happening?</p>	<p>Can they work in a controlled way?</p> <p>Can they include change of speed?</p> <p>Can they include change of direction?</p> <p>Can they include range of shapes?</p> <p>Can they follow a set of 'rules' to produce a sequence?</p> <p>Can they work with a partner to create, repeat and improve a sequence with at least three phrases?</p>	<p>Can they run over a long distance?</p> <p>Can they spring over a short distance?</p> <p>Can they throw in different ways?</p> <p>Can they hit a target?</p> <p>Can they jump in different ways?</p>	<p>Can they follow a map in a more demanding 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 accurately, safely and within a time limit?</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>Do they recognise how their body reacts and feels when swimming?</p> <p>Can they recognise and concentrate on what they need to improve?</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 affects their body, and pace their efforts to meet different challenges?</p> <p>Can they suggest activities and practices to help improve their own performance?</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 know what the different tasks demand of their body and pace their efforts well to meet challenges?</p> <p>Can they describe good swimming technique and show and explain it to others?</p>