

CURRICULUM PROGRESSION GRID: PHYSICAL EDUCATION

UPPER KEY STAGE 2

Dance	Gymnastics	Athletics	Invasion	Net and Wall	OAA
<p>NC Link -Perform dances using a range of movement patterns -Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>NC Link -Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>NC Link -Use running, jumping, throwing and catching in isolation and in combination -Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>NC Link -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending - Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>NC Link -Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending -Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>NC Link -Take part in outdoor and adventurous activity challenges both individually and within a team</p>
<p>Builds on LKS2 -Pupils create dances in relation to an idea including historical, cultural and scientific sources, alongside creating characters and narrative through movement and gesture. - Pupils work individually, with a partner and in small groups. - Pupils develop their use of counting and rhythm.</p>	<p>Builds on LKS2 -Pupils focus on improving the quality of their movements. -They are introduced to the terms 'extension' and 'body tension.' - Pupils develop the basic skills of rolling, jumping and balancing and use them individually and in combination. -Pupils develop their sequence work using matching and contrasting actions and</p>	<p>Builds on LKS2 -Pupils will develop basic running, jumping and throwing techniques. -Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. - Pupils think about how to achieve their greatest possible speed, height, distance or accuracy.</p>	<p>Builds on LKS2 -Pupils will learn to keep possession of the ball using attacking skills. -Pupils will play uneven and even sided games. -Pupils will learn how to dodge a defender and how to defend an opponent. - Pupils will think about how to use skills, strategies and tactics to outwit the opposition. - Pupils will be introduced to simple rules. -They will learn how to evaluate their own and others' performances and suggest</p>	<p>Builds on LKS2 -Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. -Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. - Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Builds on LKS2 -Pupils develop problem solving skills through a range of challenges. -Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. -They will learn to communicate their own ideas and listen to others.</p>

<ul style="list-style-type: none"> - Pupils learn to use canon, unison, formation and levels in their dances. - Pupils will repeat, remember and perform these phrases in a dance. - Pupils will use dance to explore and communicate ideas and issues, and their own feelings and thoughts. 	<p>shapes and develop linking sequences smoothly with actions that flow.</p> <ul style="list-style-type: none"> -Pupils develop performance skills considering the quality and control of their actions. - Pupils develop more advanced actions such as inverted movements and explore ways to include apparatus independently and with a partner to build sequences. 	<ul style="list-style-type: none"> - Pupils learn how to work to their maximum and how to improve in a variety of events such as running for distance, sprinting, relay, long jump, vertical jump and javelin. - Pupils are also given opportunities to measure, time and record scores. 	improvements.		<ul style="list-style-type: none"> - Pupils learn to orientate a map, identify key symbols and follow routes.
<p>Theme Link 'Saltaire' Autumn 1, Cycle B</p>	<p>Theme Link 'Can you put on an Olympic show?' Summer 2, Cycle B</p>	<p>Theme Link 'Can you put on an Olympic show?' Summer 2, Cycle B</p>	<p>Theme Link 'Tudors' Autumn 2, Cycle A</p>	<p>Theme Link 'Egyptians' Summer 1, Cycle B</p>	<p>Theme Link 'Egyptians' Summer 1, Cycle B</p>
<p>Intent -Pupils learn different styles of dance, working individually, as a pair and in small groups, focusing on developing an idea or theme into dance. -Pupils create, perform using different compositional tools to</p>	<p>Intent -Pupils create longer sequences individually, with a partner and working up to larger groups. -Pupils learn a wider range of actions such as inverted movements to include cartwheels and handstands. -They explore partner</p>	<p>Intent -Pupils focus on developing their technical understanding of athletic activity. -Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p>	<p>Intent -Pupils will learn the key skills in a variety of invasion games including: Football, tag rugby, hockey, netball, bench ball, handball. -They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>Intent -Pupils develop their racket skills when playing tennis. -They learn specific skills such as a forehand, backhand, volley and underarm serve. - Pupils develop their tactical awareness including how to play with a partner and against another pair. -They are encouraged to</p>	<p>Intent -Pupils develop problem solving skills and teamwork skills through completion of a number of challenges. - Pupils work individually, in pairs and</p>

<p>create dances e.g. formations, timing, dynamics. -Pupils will have opportunities to choreograph, perform and provide feedback on dance. -Pupils think about how to use movement to convey ideas.</p>	<p>relationships such as canon and synchronisation and mirroring. - Pupils develop performance skills considering the quality and control of their actions. -Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.</p>	<p>-Pupils should experience long distance running, sprinting, relay, hurdles, long jump, high jump, triple jump, shot put. - Pupils think about how to achieve their greatest possible speed, height, distance or accuracy. - They learn how to work to their maximum and how to improve. -Pupils are also given opportunities to measure, time and coach.</p>	<p><u>Dodgeball</u> Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. - They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. -Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Football/Hockey</u> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. - Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. - Pupils will evaluate their own and other's performances, suggesting improvements</p> <p><u>Netball</u> Pupils will develop defending and attacking play during even sided 5-a-side netball. -Pupils will learn to use a range of different passes to keep</p>	<p>show respect for their teammates as well as their opponents when self-managing games. -Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. - Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules</p>	<p>groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. -Pupils are also given the opportunity to lead a small group. - Pupils learn to orientate and navigate using a map.</p>
---	---	--	--	---	---

			<p>possession and attack towards a goal.</p> <ul style="list-style-type: none">-Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.-They will start to show control and fluency when passing, receiving and shooting the ball. <p><u>Rounders</u> Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.</p> <ul style="list-style-type: none">-They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition <p><u>Tag Rugby</u> Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to</p>		
--	--	--	---	--	--

			<p>tag, how to track and slow down an opponent, working as a defensive unit.</p> <p>-They will play collaboratively in both uneven and then even sided games.</p> <p>- Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p>		
<p>Vocabulary</p> <p>beat expression canon unison formation phrase motif stimulus dynamics pathways direction</p>	<p>Vocabulary</p> <p>apparatus sequence tuck pike straight</p> <p>individual point patch balances</p>	<p>Vocabulary</p> <p>direction sprinting obstacles jumping for distance jumping for height push throwing for distance pull throwing for distance</p>	<p>Vocabulary</p> <p>striking dodging defending passing receiving</p>	<p>Vocabulary</p> <p>target accuracy the serve forehand backhand volley</p>	<p>Vocabulary</p> <p>communication, teamwork trust inclusion listening thinking decision making planning problem solving</p>