

Waterville Primary School Progression of Skills and Vocabulary in PE

Year 4	<p><u>KS2 National Curriculum</u></p> <p>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.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • 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
Social Focus & RESPECT Values	<p>Will pupils work effectively with different partners and carefully follow instructions? Can participate in team games developing simple communication skills? Are pupils able to work as part of a team by collaborating with others? Do pupils motivate others? Can pupils demonstrate sportsmanship?</p>
Physical Focus	<p>Can pupils describe how their body feels before, during and after different activities? Can pupils explain what their body needs to keep healthy? Can pupils describe ways to be active physically? Can pupils improve cardiovascular fitness? Can pupils improve strength, power and speed? Can pupils develop balance, agility and co-ordination?</p>
Personal Health	<p>Can pupils talk about some examples of ways to be healthy? Do pupils know how to carry, lift and place equipment? Can pupils explain why it is important to warm up and cool down?</p>
Technical Focus	<p>How well can a child select a skill to adapt to the situation? How well can a child use a range of skills in sequence? Can a pupil adapt tactics / strategy to meet the needs of the situation?</p>
Evaluation & Psychological Focus	<p>Can the pupil watch, describe and evaluate the effectiveness of a performance? Are pupils able to talk about the differences between their work and that of others? How well can the pupil perform under pressure? How is the pupil's performance in a competitive environment? Can pupils find a range of ways to resolve a problem?</p>

Gymnastics	Dance	Ball Skills- Invasion Games	Throwing and Catching – Fielding Games	Athletics	Outdoor and Adventurous Activity
<p>To identify and practise body shapes.</p> <p>To identify and Practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in canon and in unison.</p> <p>To perform and evaluate own and others' sequences.</p>	<p>To identify and practise the patterns and actions of chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create an individual dance that reflects the chosen dancing style.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>To keep possession of a ball.</p> <p>To use ABC (agility, balance, coordination) techniques to keep control of a ball in a competitive situation.</p> <p>To use accurate passing and dribbling in a game.</p> <p>To identify and apply ways to move the ball towards an opponent's goal.</p> <p>To learn concepts of attack and defence.</p> <p>To play in a mini competition.</p>	<p>To develop and Investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC (agility, balance, coordination) to field a ball well.</p> <p>To use ABC (agility, balance, coordination)</p> <p>To move into good positions for catching and apply it in a game situation.</p> <p>To use hand/eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>To select and maintain a running pace for different distances.</p> <p>To practise throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running technique in a competitive situation.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p>	<p>To navigate around a simple orienteering course.</p> <p>To orientate themselves with accuracy around a short trail.</p> <p>To create a short trail for others with a physical challenge.</p> <p>To start to recognise features of an orienteering course</p> <p>To communicate clearly with other people in a team, and with other teams.</p> <p>To have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>To associate the meaning of a key in the context of the environment</p> <p>To try a range of equipment for creating and completing an activity.</p> <p>To make an informed decision on the best equipment to use for an activity.</p> <p>To plan and organise a trail that others can follow.</p> <p>To communicate clearly with others.</p> <p>To work as part of a team.</p> <p>To begin to use a map to complete an orienteering course.</p>

Vocabulary

<p>Symmetry</p> <p>Balance</p> <p>Body</p> <p>Canon</p> <p>Counterbalance</p> <p>Moves</p> <p>Pike</p> <p>Posture</p> <p>Sequence</p> <p>Straddle</p> <p>Symmetry</p> <p>Techniques</p> <p>Tension</p> <p>Tuck</p> <p>Unison</p>	<p>Agility</p> <p>Balance</p> <p>Charleston step</p> <p>Chassé</p> <p>Co-ordination</p> <p>Dynamics</p> <p>Emotion</p> <p>Endurance</p> <p>Expression</p> <p>Improvise</p> <p>Line dancing</p> <p>Muscular strength</p> <p>Phrasing</p> <p>Rhythm</p> <p>Sequence</p> <p>Flexibility</p> <p>Space</p> <p>Stamina</p> <p>Strut</p> <p>Timing</p>	<p>Attack</p> <p>Defend</p> <p>Dribble</p> <p>Passing</p> <p>Play</p> <p>Receiving</p> <p>Support</p>	<p>Backhand</p> <p>Drop serve</p> <p>Forehand Rally</p> <p>Rally building</p> <p>Receive</p> <p>Send</p> <p>Trap</p> <p>Backhand Drop serve</p> <p>Forehand Overhead serve</p> <p>Rally</p> <p>Scoring</p> <p>Volley</p>	<p>Aim</p> <p>Attack</p> <p>Back line</p> <p>Contact</p> <p>Court</p> <p>Disguise</p> <p>Doubles</p> <p>High</p> <p>Long</p> <p>Low</p> <p>Net</p> <p>Opponent</p> <p>Outwit</p> <p>Overhead clear</p> <p>Pressure</p> <p>Racket</p> <p>Rally</p> <p>Ready position</p> <p>Serve</p> <p>Shot</p> <p>Shuttle</p> <p>Target</p>	<p>Challenge</p> <p>Completion</p> <p>Course</p> <p>Features</p> <p>Identify</p> <p>Improve</p> <p>Modify</p> <p>Map</p> <p>Navigate</p> <p>Orienteering</p> <p>Short trial</p> <p>Skills</p> <p>Techniques</p> <p>Trials</p>
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Swimming and Water Safety in KS2

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.

To develop basic pool safety skills and confidence in water.

To develop travel in vertical or horizontal position and introduce floats.

To develop push and glides, any kick action on front and back with or without support aids.

To develop entry and exit, travel further, float and submerge.

To develop balance, link activities and travel further on whole stroke.

To show breath control. Introduction to deeper water. Treading water.

Vocabulary

Backstroke

Buoyancy

Butterfly

Breaststroke

Float

Freestyle

Front crawl

