

Waterville Primary School Progression of Skills and Vocabulary in PE

Year 6	<p>KS2 National Curriculum</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>Pupils should be taught to:</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>

Swimming and Water Safety in KS2

<p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Vocabulary</p> <p>Backstroke Buoyancy Butterfly Breaststroke Float Freestyle Front crawl</p>
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Gymnastics	Dance	Ball Skills- Invasion Games	Throwing and Catching – Fielding Games	Athletics	Outdoor and Adventurous Activity
<p>To identify and practise gymnastic shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements. 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 in a street dance/ classical style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create a dance that represents a street dance/ classical style.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To perform and analyse own and others' performance.</p>	<p>To understand the basic rules of tag rugby.</p> <p>To work as a team, using ballhandling skills.</p> <p>To pass and carry a ball using balance and coordination.</p> <p>To use skills learned to play a game of tag rugby.</p> <p>To apply rules and skills learned to a game.</p> <p>To play in a mini tag rugby competition.</p>	<p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control.</p> <p>To learn the role of backstop.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team</p> <p>To understand how to use different shots to outwit an opponent in a game.</p> <p>To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p>	<p>To investigate running styles and changes of speed.</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 orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>To design an orienteering course that is clear to follow and offers challenge to others.</p> <p>To use navigation equipment (maps, compasses) to improve the trail.</p> <p>To use clear communication to effectively complete a particular role in a team.</p> <p>To compete in orienteering activities both as part of a team and independently.</p> <p>To use a range of map styles and make an informed decision on the most effective.</p> <p>To choose the best equipment for an outdoor activity.</p> <p>To prepare an orienteering course for others to follow.</p> <p>To identify the quickest route to accurately navigate an orienteering course.</p> <p>To manage an orienteering event for others to compete in.</p> <p>To communicate clearly and effectively with others when under pressure.</p> <p>To work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>To successfully use a map to complete an orienteering course.</p> <p>To use a compass for navigation.</p> <p>To organise an event for others.</p>

Vocabulary

<p>Asymmetrical</p> <p>Balance</p> <p>Canon</p> <p>Direction</p> <p>Dynamic</p> <p>Front and back support</p> <p>Level</p> <p>Movement</p> <p>Rolling and bridging</p> <p>Rotation</p> <p>Sequence</p> <p>Shape</p> <p>Symmetrical</p> <p>Unison</p>	<p>Beat</p> <p>Canon</p> <p>Choreograph</p> <p>Fluency</p> <p>Match</p> <p>Mirror</p> <p>Pose</p> <p>Routine</p> <p>Street dance</p> <p>Timing</p> <p>Unison</p>	<p>Competition</p> <p>Forfeit</p> <p>Handover</p> <p>Hop</p> <p>Rules</p> <p>Skip</p> <p>Tag</p> <p>Tournament</p> <p>Try</p> <p>Dodging</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>Bend</p> <p>Carousel</p> <p>Control</p> <p>Direction</p> <p>Distance</p> <p>Extend</p> <p>Handover</p> <p>Javelin</p> <p>Landing</p> <p>Long jump</p> <p>Pace</p> <p>Position</p> <p>Pull</p> <p>Relay</p> <p>Sprint start</p> <p>Standing start</p> <p>Take off</p> <p>Target</p> <p>Technique</p>	<p>Compass</p> <p>Design</p> <p>Increasing challenge</p> <p>Informed decision</p> <p>Listen</p> <p>Map styles</p> <p>Manage</p> <p>Navigation equipment</p> <p>Organise</p> <p>Pressure</p> <p>Range</p>
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