

Waterville Primary School Progression of Skills and Vocabulary in PE

Year 5	<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

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

Gymnastics	Dance	Ball Skills- Invasion Games	Throwing and Catching – Fielding Games	Athletics	Outdoor and Adventurous Activity
<p>To identify and practise body shapes and balances.</p> <p>To identify and Practise symmetrical and asymmetrical body shapes.</p> <p>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>To develop skills for movement, including rolling, bridging and dynamic movement.</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 the chosen dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create and perform an individual dance that reflects the chosen dance style.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>To demonstrate basic passing and receiving skills using a netball.</p> <p>To develop an understanding and knowledge of the basic footwork rule of netball.</p> <p>To use good hand/eye co-ordination to pass and receive a ball successfully.</p> <p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</p> <p>To understand the importance of 'getting free' in order to receive a pass.</p> <p>To understand how to make space by moving away and coming back and by dodging.</p> <p>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>To understand how to intercept a pass.</p> <p>To learn how to shoot.</p> <p>To understand the different positions in a netball team (five-a-side).</p> <p>To recognise which positions are attacking and which are defending.</p>	<p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use all the skills learned by playing in a mini tournament.</p>	<p>To use correct technique to run at speed.</p> <p>To develop the ability to run for distance.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>To demonstrate good techniques in a competitive situation.</p>	<p>To start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>To design an orienteering course that can be followed and offers some challenge to others.</p> <p>To begin to use navigation equipment to orientate around a trail.</p> <p>To use clear communication to effectively complete a particular role in a team.</p> <p>To complete orienteering activities both as part of a team and independently.</p> <p>To identify a key on a map and begin to use the information in activities.</p> <p>To choose the best equipment for an outdoor activity.</p> <p>To create an outdoor activity that challenges others.</p> <p>To create a simple plan of an activity for others to follow.</p> <p>To identify the quickest route to accurately navigate an orienteering course.</p> <p>To communicate clearly and effectively with others.</p> <p>To work effectively as part of a team.</p> <p>To successfully use a map to complete an orienteering course.</p>

Vocabulary

<p>Arch</p> <p>Asymmetrical</p> <p>Balance</p> <p>Bridging</p> <p>Canon</p> <p>Counterbalance</p> <p>Direction</p> <p>Dish</p> <p>Dynamic</p> <p>Evaluate</p> <p>Extend</p> <p>Level</p> <p>Points of balance</p> <p>Pull</p> <p>Push</p> <p>Rolling</p> <p>Rotation</p> <p>Sequence</p> <p>Shape</p> <p>Star</p> <p>Symmetrical</p> <p>Techniques</p> <p>Tension</p> <p>Unison</p>	<p>Agility</p> <p>Back point step</p> <p>Posture</p> <p>Balance</p> <p>Beats</p> <p>Bollywood dancing</p> <p>Break-it-down</p> <p>Canon</p> <p>Co-ordination</p> <p>Collaboration</p> <p>Control</p> <p>Dynamics</p> <p>Emotion</p> <p>Endurance</p> <p>Expression</p> <p>Flexibility</p> <p>Fluency</p> <p>Improvis</p> <p>Lotus</p> <p>Motif</p> <p>Muscular strength</p> <p>Phrasing</p> <p>Prayer</p> <p>Rhythm</p> <p>Sections</p> <p>Sequence</p> <p>Space</p> <p>Stamina</p> <p>Timing</p> <p>Unison</p> <p>Variation</p>	<p>Bounce pass</p> <p>Break-it-down</p> <p>Canon</p> <p>Chest pass</p> <p>Collaboration</p> <p>Defend</p> <p>Dodging</p> <p>Footwork</p> <p>Goal</p> <p>Intercepting</p> <p>Land</p> <p>Marking</p> <p>Motif</p> <p>Names of positions</p> <p>Non-contact</p> <p>Overhead pass</p> <p>Pivot</p> <p>Point</p> <p>Positions</p> <p>Push</p> <p>Receive</p> <p>Sections</p> <p>Shoulder pass</p> <p>Signal</p> <p>Step</p> <p>Unison</p> <p>Variation</p>	<p>Backhand</p> <p>Drop serve</p> <p>Forehand</p> <p>Overhead serve</p> <p>Rally</p> <p>Rally building</p> <p>Scoring</p> <p>Volley</p>	<p>Baton</p> <p>Bend</p> <p>Carousel</p> <p>Continuous</p> <p>Control</p> <p>Distance</p> <p>Extend</p> <p>Landing</p> <p>Long jump</p> <p>Pull</p> <p>Push</p> <p>Push technique</p> <p>Relay</p> <p>Take off</p> <p>Throw</p>	<p>Compass</p> <p>Confidence</p> <p>Detail</p> <p>Effect</p> <p>Effective</p> <p>Identify</p> <p>Increased challenge</p> <p>Key</p> <p>Map</p> <p>Route</p> <p>Simple plan</p> <p>Technique</p>
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