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| **Stakesby PE – Y3, 4 & 5 – Autumn Term** **Catching & Throwing, Agility & Coordination, Shooting for Targets, Balance, Spatial Awareness** |

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| **National Curriculum PoS – PE KS2** |
|  Pupils should be taught to:* 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.
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| **Swimming** 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.
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| **Key things to do** |
| **Catching & Throwing** | **Agility & Coordination** |
| * Can children use the underarm, shoulder and over arm throw to accurately hit a target while stationary and from different positions? Can they do this while moving at a slow speed? At increasing speeds within a game context?
* Can they distinguish between a throw needed for long distances and a throw needed for accuracy in shorter distances? Can pupils begin to modify their throws based on how close to the target they are?
* Can children begin to catch and pivot and in fluid succession?
* Can children catch and throw a range of balls while standing still, with increasing speed? (from large to small, including those which are not spherical – e.g a rugby ball) Can they catch and throw balls/ foam javelin while moving?
* Can children begin to identify areas of space to target their throws to? Can children communicate where they need others to be in order to receive a pass? Can children identify where they need to be in order to receive a pass, and get there quickly?
* Can children throw a foam javelin in a straight line using a shoulder throw? Can children identify how far they have thrown according to markers? Can children begin to track and build on personal best distances?
 | * Can children hop on either foot on command? Can they switch between feet without losing balance? Can they use their upper bodies to hold their balance and communicate to others how to do this? Can they begin to sustain this at varying speeds and for an increased amount of time?
* Can children jump either side of a raised line at increasing speeds? Can they start to count how many times they can achieve this within 30 seconds? Can they jump over increasingly higher lines with an increase in speed?
* Can children jump into hoops in a series with accuracy? Can they do this at increasing speeds?
* Can children jump over hurdles in a series? Can they do this at increasing speeds? At increasing heights?
* Can children run and jump in succession, using hurdles at decreasing distances? Can they do this between ducking under hurdles/bars?
* Can children use an agility ladder with one foot in each square? Two feet? Two feet at the same time? With increasing speed?
* Can children identify where they need to bend/duck in order to access a space? E.g. through a crawl net? Through a tunnel? Can they transition from running, to crawling, to running without stopping?
* Can children run through a series of cones/poles, changing direction with their bodies? Can they do this whilst balancing a rubber hoop on their head? Or with a beanbag on their head? Can they increase speed? Can they do this while carrying a baton or ball? Can they do this in a competitive setting?
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| **Shooting for Targets** | **Balance & Spatial Awareness** |
| * Can children throw objects, such as beanbags and balls of various sizes into targets (such as hoops) which decrease in size and increase in distance? Can they account for the roll of a ball and varying weights of beanbags?
* Can children use the inside of their foot to dribble a ball around a series of cones at increasing speed Can they do this into a net? Both in succession? Against a target? Against targets which increase in difficulty/decrease in size? Can they begin to do this under pressure?
* Can children use the inside of their foot to pass a ball to each other and as they move around? Can they navigate an object such as a cone or post before doing it? Can they begin to do this under pressure?
* Can pupils use the appropriate shot to score in a low basketball net? Can they use the backboard to help them? Can they do this at increasing distances from the net? Can they dribble to the dee before shooting? Can pupils shoot in the tall basketball nets? Can they use the backboard to help them?
 | * Can children balance on the spot on either leg, raising their second leg into a straight position? Can they do this in a series of fluid movements? Can they do this for increasing periods of time?
* Can children form balances using different parts of their bodies, using the correct names to describe them? Can they use any given part of their body, keeping toes and fingers pointed? Can they transition from once balance to another using a fluid movement? Can they coordinate a given series of movements to music that reflect the tempo and feeling?
* Can children balance along a bench? A skipping rope laid on the floor? Can they keep between two lines of decreasing distance in width?
* Can they jump from a height and land without travelling? Can they add in a star jump, tuck jump, pencil jump etc before landing?
* Can pupils balance on their own and with a partner? Can they begin to articulate where to lean their weight in order to balance and adjust accordingly?
* Can children hold a position on a mat? Can children follow/ form a short sequence of balances, beginning to use appropriate methods to move between balances such as forwards rolls, backwards rolls, 360 degree roles etc?
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| **Recording and Setting Targets** | **Swimming** |
| * Can pupils identify a target which pushes them to achieve at the next level?
* Can pupils begin to record how many jumps, passes, catches etc they and a partner can do within 30 seconds?
* Can pupils begin to time a run for themselves or a partner, using minutes and seconds?
* In small groups, can pupils construct a series of activities/challenges to measure and improve fitness?
 | * Can pupils begin to swim a width of the pool using front crawl without putting their feet down?
* Can pupils swim two widths of the pool using front crawl without putting their feet down?
* Can pupils begin to swim 25m front crawl, using the guide people only if needed, from the deep end to the shallow end of the pool?
* Can pupils distinguish between front crawl, back stroke and breaststroke?
* Can pupils enter the water safely and confidently, with an understanding of depth?
* Can pupils use the correct arm and leg movements to form breaststroke and back stroke?
* Can pupils hold their breath underwater for a time of up to 3-5 seconds?
* Can pupils swim to the bottom of the pool to retrieve an object?
* Can pupils compete at local events in the strokes of front crawl, breaststroke, backstroke and butterfly?
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| **Key Vocabulary** |
| **From Year 2**Tuck dish, backward roll, succession, shoulder throw, travel/travelling**New Vocabulary**Front crawl, breaststroke, back stroke, width, strength, stamina, handstand, cartwheel, vault, springboard, pike, straddle, cat leap, straight jump, half turn, core, torso, control, body management length, static balance, dynamic balance, 360 degree roll, pivot, chasis step, choreograph, stag jump, split leap |