



## Agility, Balance and Coordination

Year 3	Year 4
I can begin to adjust my speed and body position to suit moving in different directions.	I can adjust my speed and body position accordingly when moving in different directions.
I can demonstrate ways to balance when stationary and begin to apply this when using equipment, e.g. a bench.	I can explore ways to balance when moving across and using equipment.
I can begin to coordinate myself in a variety of situations, e.g. running, catching, etc	I can coordinate myself in a variety of situations e.g. running and catching.
Year 5	Year 6
I can move at speed in a range of different directions, thinking about control.	I can move at speed fluently and under control in a range of directions.
I can demonstrate a variety of ways to balance when moving across and using equipment.	I can balance in a range of situations with confidence, and begin to perform a series of balances e.g. moving from bench to box to floor with continuous movement.
I can coordinate my body through a range of different obstacles, e.g. over, under, collection, ball manipulation, etc	I understand different aspects of coordination and I can create a range of different obstacles using my knowledge e.g. over, under, collection, ball manipulation, etc

## KS2 PE Athletics

Year 3	Year 4
I understand why I run at different speeds depending on distance.	I understand why I run at different speeds depending on distance and I can apply this with some consistency.
I can jump from a standing position and begin to understand the differences between one and two footed takeoff and landings.	I can run and jump and understand the differences between one and two footed take off and landings.
I can jump over a range of obstacles and understand the importance of the position of my feet.	I can jump over obstacles and begin to think about increasing my height.



I can use one hand to use a variety of objects towards a target with different throwing actions.	I can think about my technique when throwing objects towards targets, e.g. javelin, discus, etc.
Year 5	Year 6
I understand why I run at different speeds, depending on distance and I can apply this consistently in a range of athletic activities.	I understand why I run at different speeds depending on distance and I can apply this in competitive athletic events.
I can run and jump and begin to think about distance.	I can run and jump and can think about ways to increase the distance that I jump.
I can jump specifically thinking about jumping for height.	I can jump specifically thinking about jumping for height and use this in competitive athletic events.
I can demonstrate differences in my technique when throwing objects towards targets, e.g. javelin, discus, etc.	I can choose an appropriate technique using competitive athletic events and explain my choices.

## KS2 PE

### Dance

Year 3	Year 4
I can copy a range of dance moves with some accuracy.	I can copy a range of dance moves with accuracy.
I can explore my own dance moves independently or with a partner and create a simple dance routine.	I can create a dance motif of my own and perform to my peers.
I can move at different levels, direction and speed independently.	I can move at different levels, direction and speed independently and with control.
Year 5	Year 6
I can improve my own dance routines from listening to feedback from peers and my teacher.	I can compare, develop and adapt longer dance routines.
I can assess and discuss my own and others' dance routines using dance language.	I can perform and create a range of dance routines to a variety of music and different dance styles.
I can create my own dance independently (or with a partner or in a group) which includes a range of levels, use of space, directions and speeds.	



## KS2 PE

### Games

Year 3	Year 4
I can pass and receive a range of items with varying sizes.	I can pass and receive when moving with a ball.
I can move with a ball with increasing control.	I can move with a ball with control.
I am beginning to use ball skills in a range of simple games.	I can use and apply ball skills in a range of games.
	I am beginning to understand why I need to learn the skills prior to playing a game.
Year 5	Year 6
I understand why I need to learn the skills prior to playing a game.	I understand and explain why I need to learn the skills prior to playing a game.
I can combine passing and receiving skills within games.	I can combine accurate passing and receiving skills within games.
I can pass and receive when moving with a ball in opposed situations.	I am beginning to use my skills to influence a game.

## KS2 PE

### Gymnastics

Year 3	Year 4
I can perform a range of rolls with increasing control.	I can perform a range of rolls with control.
I can vary how I travel in my performance.	I can perform a balance with control.
I can use turns when travelling.	I can land with increasing control.
I can copy, explore and remember movements in my own sequences.	I can perform a routine which includes a range of body shapes and equipment.
Year 5	Year 6
I can perform a routine with a range of body shapes and balances with increasing control.	I can perform a routine with a range of body shapes and balances with control and precision.
I can perform cartwheels and handstands with increasing control.	I can perform cartwheels and handstands with control.
I can adapt and improve my own performance by taking on feedback from peers and teachers.	I can adapt and improve my own performance to include a partner or small group.



## KS2 PE

### Outdoor and Adventurous Activity

Year 3	Year 4
I can use my orienteering skills to find areas around school from a photograph.	I can use a simple map to find points of interest in school.
I can work with a partner and in a small group to complete a simple activity.	I can make a positive impact when working as part of a group to complete a range of activities.
I can explore ways to solve a problem.	I can listen to and act upon what others say to solve a problem.
Year 5	Year 6
I can use a map to find points of interest, in and around school grounds.	I can use a map to find points of interest in an unfamiliar environment.
I can begin to lead a group activity and make a positive impact.	I can produce my own orienteering map for others to follow.
I can begin to make decisions based on my group's opinions to solve a problem.	I can lead a group activity with confidence.
	I can make decisions based upon my group's opinions to solve a problem.

## KS2 PE

### Swimming

Band 3
With a water aid I can stay afloat.
I can move across a pool with a water aid.
I can swim 5 metres without stopping.
Band 4
I am beginning to be aware of different swimming strokes.
I can explore different ways of moving under water.
I can explore various water skills with increasing confidence (floating, handstands, etc).
Band 5
I am beginning to swim further distances (up to 20 metres).
I can use a range of strokes with increasing confidence.
I can move underwater with increasing confidence.
Band 6
I can swim with confidence over 25 metres.
I can use a range of strokes effectively.
I can perform safe self-rescue in water-based situations.

# SHIREMOOR PRIMARY SCHOOL KS2 PE CURRICULUM TARGETS

