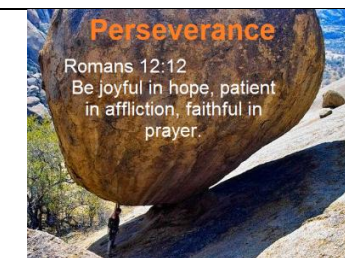




KS2 Physical Education Concept and Curriculum Map



Movement						Tactics						Technique					
How we traverse and control our bodies during physical activities.						Game playing, strategy and reflecting on their performance.						The building blocks or skills that enable us to play sports.					
Sports: Dance, Gymnastics and all invasion games						Sports: All invasion games						Sports: All sporting activities					
Anning						Zephaniah											
Curriculum Content: - Use running, jumping, throwing and catching in isolation and in combination (Technique, Movement) - 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 (Technique, Movement, Tactics) - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (Technique, Movement) - Perform dances using a range of movement patterns (Technique, Movement) - Take part in outdoor and adventurous activity challenges both individually and within a team (Technique, Tactics) - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (Tactics)						Curriculum Content: - Use running, jumping, throwing and catching in isolation and in combination (Technique, Movement) 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 (Technique, Movement, Tactics) - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] (Technique, Movement) - Perform dances using a range of movement patterns (Technique, Movement) - Take part in outdoor and adventurous activity challenges both individually and within a team (Technique, Tactics) - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. (Tactics) - Swim competently, confidently and proficiently over a distance of at least 25 metres (Technique, Movement, Tactics) - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] (Technique, Movement, Tactics) - Perform safe self-rescue in different water-based situations. (Technique, Movement, Tactics)											
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ball skills (Technique , Movement , Tactics)	Team games (Technique , Movement , Tactics)	Ball skills (Technique , Movement , Tactics)	Games-fitness (Technique , Movement)	OAA (Technique , Movement , Tactics)	Team games (Technique , Movement , Tactics)	Ball skills (Technique , Movement , Tactics)	Team games (Technique , Movement , Tactics)	Ball skills (Technique , Movement , Tactics)	Games-Fitness (Technique , Movement)	OAA (Technique , Movement , Tactics)	Team games (Technique , Movement , Tactics)	Swimming (Technique , Movement)	Dance (Technique , Movement)	Gymnastics (Technique , Movement)	Dance (Technique , Movement)	Gymnastics (Technique , Movement)	Athletics (Technique , Movement , Tactics)
OAA (Technique , Movement , Tactics)	Dance (Technique , Movement)	Gymnastics (Technique , Movement)	Dance (Technique , Movement)	Gymnastics (Technique , Movement)	Athletics (Technique , Movement , Tactics)	Swimming (Technique , Movement)	Dance (Technique , Movement)	Gymnastics (Technique , Movement)	Dance (Technique , Movement)	Gymnastics (Technique , Movement)	Athletics (Technique , Movement , Tactics)						
Skill Progression						Skill Progression											
Dance - Confidently improvises with a partner or on their own. - Beginning to create longer dance sequences in a larger group. - Demonstrating precision and some control in response to stimuli. - Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness. - Modifies parts of a sequence as a result of self-evaluation. - Uses simple dance vocabulary to compare and improve work. Gymnastics - Links skills with control, technique, coordination and fluency.						Dance - Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. - Demonstrates a strong imagination when creating own dance sequences and motifs. - Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs . Beginning to show a change of pace and timing in their movements. - Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence.											

• Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. Ball Skills/games • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Works well in a group to develop various games. • Compares and comments on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. Athletics • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. OAA • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.	• Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation. Gymnastics • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances Ball Skills/games • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. • Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. Modifies competitive games. • Compares and comments on skills to support the creation of new games. • Can make suggestions as to what resources can be used to differentiate a game. • Apply knowledge of skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and in combination. Athletics • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. OAA • Develops strong listening skills. • Uses and interprets simple maps. • Think activities through and problem solve using general knowledge • . Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe.
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