



KS2 – Year 3 and 4 PE CURRICULUM

Games

Invasion Games

- In pairs or small groups, selecting a ball or other equipment that they can all send and receive
- Moving into different positions, using appropriate techniques, to send, receive and intercept the equipment being used
- Show consistency, control and speed in practice and game situations
- Working with other to create simple plans to make progress towards a common goal
- Adapting and making up rules to suit the equipment
- Using space well
- Keeping possession and control of the equipment being used
- Identify what they and others have done well
- Explain tactics they have used

Net/wall Games

- Using forehand, backhand and overhead shots
- Selecting appropriate shots to hit the target
- Consistently getting the ball near the target
- Starting to choose and use some tactics effectively
- Creating a scoring system
- Playing the ball away from their opponent
- Applying rules consistently and fairly
- Using simple practices to improve

Striking/Fielding Games

- Hitting the ball hard
- Hitting into space
- Running fluently between bases
- Using different throwing techniques
- Discussing how to improve their own performance
- Deciding on the best position for fielders
- Varying their play
- Knowing the rules of the game and follow them fairly

Dance

- Responding to stimuli imaginatively, having and sharing lots of ideas
- Being original and taking the lead
- Showing good body control and fluency
- Performing expressively
- Working well with a partner or in small groups
- Composing dances with phrases and understanding
- Warming up and cooling down effectively



- Talking about their own and others performance
- Using linking movements to ensure fluency

#### Gymnastics

- Showing and performing a variety of actions on floor, mat and apparatus. Including balances on small and large body parts
- Devise a sequence with a clear start, middle and end with a clear theme
- Including different levels, speeds and directions repeating it accurately
- Using mirroring and matching
- Performing with control and accuracy
- Moving smoothly and fluently from one action to another showing clarity of the movement
- Varying the use of apparatus
- Maintaining quality when performing with a partner
- Describing sequences and gymnastic actions of their own performance and suggest improvements

