

## **PE - Year 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### **National Curriculum Objectives**

Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Pupils should be taught to perform dances using simple movement patterns.

I can ...

### **Physical**

I can run and jump in specific directions

I can look at where I'm running, jumping or throwing.

I can throw beanbags at a target.

I can throw to another person in my team using an underarm throw.

I know that sometimes I have to move my body to throw or catch a bean bag or ball.

I can respond to music with a range of actions

I can perform simple gymnastic actions e.g. jump, roll, climb, balance

I can perform actions with some control and accuracy

### **Thinking**

I can count the points I score.

I can choose a space where I'm not touching anyone else.

I can include apparatus in a sequence.

### **Social**

I can work with 2 people on a range of activities.

### **Healthy**

I know how to exercise safely

I can use apparatus safely.

## **PE - Year 2**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

### **National Curriculum Objectives**

Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Pupils should be taught to perform dances using simple movement patterns.

I can ...

### **Physical**

I can use my arms to improve my running and jumping techniques.

I can perform a range of throwing, catching, rolling, striking and kicking skills with some accuracy.

I can throw to another person in my team using an overarm throw.

I can move from one position to another with control.

I can position myself to a good place to stand or play a game.

I can perform a sequence of gymnastic movements with control and coordination.

I can repeat a short dance phrase.

### **Thinking**

I can choose some tactics including the best position to help my partner or team.

I know how to score and keep the rules of a game.

I can choose actions to match a piece of music.

I can explore different movements.

### **Social**

I can work with a partner to perform balance actions.

### **Healthy**

I can use apparatus safely and help to set some up.

I know that I need to warm up and cool down before and after exercise.

I can talk about the changes in my heart rate when I exercise.

## **PE - Year 3**

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.

### **National Curriculum Objectives**

Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

Pupils should be taught to 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.

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Pupils should be taught to perform dances using a range of movement patterns.

Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.

Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.

Pupils should be taught to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Pupils should be taught to perform safe self-rescue in different water-based situations.

Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

I can ...

### **Physical**

I can run and jump in combination, using my whole body to improve my performance.

I can use a range of skills, using my strength appropriately, to control the ball.

I can throw and catch whilst moving.

I can use the floor, mat and apparatus to travel and perform different shapes and balances.

I know how to move my body in order to swim confidently.

I can perform a simple dance sequence.

I can take part in outdoor and adventurous activities and can follow the rules laid down.

### **Thinking**

I can make good decisions to stop the opposition playing/scoring.

I know how to use space in games.

I can use expressive body language to explore and develop new actions to add to a dance routine.

I can describe my dance.

I can describe what is successful in my own and others' work.

I can identify what I need to do to improve and how to go about doing it.

### **Social**

I can work on my own, with a partner and as part of a team.

I can respond to music by linking actions to make dance phrases either solo or with a partner.

### **Healthy**

I can describe what happens to my heart during exercise.

I can explain why I warm up and cool down

## **PE - Year 4**

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.

### **National Curriculum Objectives**

Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

Pupils should be taught to 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.

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Pupils should be taught to perform dances using a range of movement patterns.

Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.

Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.

Pupils should be taught to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].

Pupils should be taught to perform safe self-rescue in different water-based situations.

Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

I can ...

### **Physical**

I can throw with power and accuracy.

I can jump with control and power.

I can strike a ball with intent and throw it more accurately.

I can experiment with and perform a wide range of actions individually.

I can respond to music through dance movements using my imagination.

I can combine actions to make sequences, changing speed, level, direction and shape.

I can swim 25m.

### **Thinking**

I know how to make it harder for an opponent to score

I can keep score and follow rules that I am given.

I can refine my and other's sequences.

I can describe and interpret dance movements using appropriate vocabulary

I can recognise where I am on a plan or map.

I can talk about the tactics of some games.

I can identify parts of my performance that need improving and suggest how to achieve this.

### **Social**

I can work well as part of a team.

I can experiment with and perform a wide range of movements with a partner or in a group.

### **Healthy**

I know how to exercise safely.

I know how to enter and exit water safely.

## **PE - Year 5**

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.

### **National Curriculum Objectives**

Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

Pupils should be taught to 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.

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Pupils should be taught to perform dances using a range of movement patterns.

Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.

Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

I can ...

### **Physical**

I can use a variety of tactics to keep the ball.

I can use my body to power my throwing/jumping.

I can perform a range of jumps showing power, control and consistency at both take-off and landing.

I can improve and sustain running speed and technique.

I can perform combinations of actions that show clear levels, speeds and directions.

I can perform actions, shapes and balances clearly, consistently and fluently.

### **Thinking**

I know the difference between attacking skills and defending skills.

I can choose positions in my teams and know how to help attack and defend.

I understand and can use canon and unison.

I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.

I can suggest ways to develop my technique and composition.

I can watch and comment on the quality of a performance.

I can critique one skill of my performance (balance, body shape, travelling, rolls) and develop and improve this movement.

I know what I am successful at and what I need to practise more.

### **Social**

I can create a routine, independently and with a partner, exploring actions to reflect the music.

I can critique other's performances and say what is good and suggest ways that it could be improved.

### **Healthy**

I can use exercises that stretch and tone my body

I can suggest ideas for warming up, explaining my choice.

## **PE - Year 6**

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.

### **National Curriculum Objectives**

Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.

Pupils should be taught to 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.

Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Pupils should be taught to perform dances using a range of movement patterns.

Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.

Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

I can ...

### **Physical**

I can use attacking and defending skills appropriately in games.

I can hit a ball with both sides of my body.

I can bowl underarm accurately.

I can make up longer sequences and perform them with fluency and clarity of movement.

I can select and apply appropriate balance, jumps and rolls to create a specific routine.

I can perform dance and movement ideas imaginatively, including actions, dynamics, space and relationship.

### **Thinking**

I can choose when to pass or dribble, so that I keep possession and make progress

I understand and can use the rules of a range of events.

I can explain good athletic performance.

I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.

I can say what I found challenging.

I can read a variety of maps and plans accurately, recognising symbols and features

I can use appropriate language and terminology to describe, interpret and evaluate my own and others' work.

I can suggest changes to help my team to attack/defend/be more successful in a game situation.

### **Social**

I can work well with a partner or a small group to practise and refine my work.

I can lead others through warm ups or basic activities.

### **Healthy**

I know the importance of being fit

I know that there are different types of fitness.