



Physical Education End of Year Expectations

<p>Year 6</p>	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills, applying them with control and precision. ▶ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. ▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. ▶ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). ▶ Accept responsibility when working in a team. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. ○ Bowl, underarm / overarm. ○ Catch a small ball. ○ Counter balance and counter tension with a group. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities. ▶ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance. 	<ul style="list-style-type: none"> ▶ Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. ▶ Watch performances and games and use criteria to make judgements and suggest improvements.
<p>Year 5</p>	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. ▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. ▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. ▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground. ▶ Work cooperatively with a partner and small group. 	<ul style="list-style-type: none"> ▶ Examples of sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder pass, catching, push pass, kicking, shooting. ○ Bowl underarm / overarm. ○ Strike a ball (rounders / cricket). ○ Catch a small ball. ○ Counter balance with a partner. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. ▶ Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> ▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.
<p>Year 4</p>	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. ▶ Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment. ▶ Perform movements, shapes and balances that are matched and / or mirrored. ▶ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. ▶ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. ▶ Work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce pass, swing pass, catching. ○ Bouncing a ball, running with a ball. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Matched and mirrored balances. 	<ul style="list-style-type: none"> ▶ Develop attacking skills in a 4V2 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. ▶ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> ▶ Describe what is successful in their own performances. ▶ Identify aspects of their game that needs improving and say how they could go about improving them.



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<p>Year 3</p>	<ul style="list-style-type: none"> ▶ Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. ▶ Perform using a number of sending and receiving skills with some accuracy. ▶ Travelling - change direction easily. ▶ Perform travelling, rolling, jumping and balancing skills. ▶ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. ▶ Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom). ▶ Begin to work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest pass, bounce pass, swing pass, catching. ○ Dodging and swerving. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Travelling on hands and feet, balance on large and small body parts. 	<ul style="list-style-type: none"> ▶ Develop simple attacking skills in a 3V1 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. ▶ Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> ▶ Identify what they do best and what they find difficult. ▶ Make simple assessments of performance based on simple criteria given by the teacher.
<p>Year 2</p>	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, galloping, dodging. ○ Sending skills - throwing, kicking, bouncing and striking a ball. ○ Receiving skills - trapping and catching an object. 	<ul style="list-style-type: none"> ▶ Apply simple tactics in a 3V1 game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Link body actions and remember and repeat dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing. ▶ Comment on a skill or combination of skills and say how it could be improved.
<p>Year 1</p>	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, hopping, skipping. ○ Sending skills – rolling, kicking, throwing. ○ Receiving skills - catching. 	<ul style="list-style-type: none"> ▶ Apply a simple tactic in a 1V1 or 2V2 net type game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Choose appropriate movements for different dance ideas and repeat short dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing.
	<p style="text-align: center;">Developing Skills</p>	<p style="text-align: center;">Examples of Skills</p>	<p style="text-align: center;">Application of Skills: Attacking and Defending Strategies</p>	<p style="text-align: center;">Application of Skills: Linking Actions and Sequences of Movement</p>	<p style="text-align: center;">Evaluating Success</p>