Physical Education End of Year Expectations

	Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success
Year 6	➢ 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. ➢ To take part in outdoor activities as part of a team: ➢ 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.	➢ Examples of developing sport specific skills may include: ➢ 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.	➢ 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.	➢ 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. ➢ 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.	➢ 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.
Year 5	➢ 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. ➢ To take part in outdoor activities as part of a team - follow a simple course using	➢ Examples of sport specific skills may include: ➢ 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.	➢ 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.	➢ 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.	➢ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.

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	eight points of the compass and mark on a map the position of a ground. ➢ Work cooperatively with a partner and small group.				
Year 4	➢ 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. ➢ To take part in outdoor activities as part of a team – 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. ➢ swim competently, confidently and proficiently over a distance of at least 25 metres ➢ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ➢ perform safe self-rescue in different water-based situations.	➢ Examples of developing sport specific skills may include: ➢ 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.	➢ 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.	➢ 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.	➢ 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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Year 3	➢ 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. ➢ To take part in outdoor activities as part of a team. ➢ Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom). ➢ Begin to work cooperatively with others to solve challenges.	➢ Examples of developing sport specific skills may include: ➢ 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.	➢ 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.	➢ 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.	➢ Identify what they do best and what they find difficult. ➢ Make simple assessments of performance based on simple criteria given by the teacher.

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Year 2	➢ Perform fundamental movement skills at a developing level and start to master some basic movements in: • Travelling skills. • Sending skills. • Receiving skills. ➢ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	➢ Examples of FMS may include: ➢ Travelling skills - running, galloping, dodging. ➢ Sending skills - throwing, kicking, bouncing and striking a ball. ➢ Receiving skills - trapping and catching an object.	➢ To participate in team games, developing simple tactics for attacking and defending. ➢ Invasion type game – understand to pass the ball to a person in space (Y2). ➢ Recognise and use space in a game. ➢ Net and striking and fielding games – look for space to throw, hit or run into to help them score. Understand why they need to throw or hit into space.	➢ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity *(for example gymnastic activities)*. ➢ Link body actions and remember and repeat dance phrases.	
Year 1	➢ Perform fundamental movement skills at a developing level in: • 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.	➢ Examples of FMS may include: Travelling skills - running, hopping, skipping. Sending skills – rolling, kicking, throwing. Receiving skills - catching.	➢ Apply a simple tactic in a 1V1 or 2V2 net type game. ➢ Engage in simple competitive and cooperative activities.	➢ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity *(for example gymnastic activities)*. ➢ Choose appropriate movements for different dance ideas and repeat short dance phrases.	
	Developing Skills	**Examples of Skills**	**Application of Skills: Attacking and Defending Strategies**	**Application of Skills: Linking Actions and Sequences of Movement**	**Evaluating Success**

Physical Education End of Year Expectations

Rec

Learning opportunities and experiences our children will experience in the EYFS:

Gross Motor Skills:

Fundamental movement skills – run/running fast, travel on feet/feet and hands, hop, static balance underhand throw, underhand roll, catching, vertical jump and land, balance on body parts side roll and rock and roll, pencil roll.

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- Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling.
- Spatial Awareness – awareness of own space, negotiates space, finds a space, changes direction & stops.
- Safety Awareness – when moving themselves; using small apparatus and equipment; carrying and moving equipment and apparatus, respond to safety instructions.
- Apparatus – interacts with small equipment – drop, push, throw, roll, catch, kick, control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging.
- Body strength – with and without tools and equipment e.g. skywriting outdoors, carrying, pushing, pulling, digging.
- Movement of body parts - rotation of waist, shoulder, hip, knee ; bending, flexing and rotation of elbow and wrist; making shapes with arms and hands, legs and feet; wriggling and stretching elbows, wrists, fingers, knees, ankles, feet, toes.
- Use of Vocabulary linked to Movement up down, backwards, forwards, sideways ; speed – fast, faster, slow, slowly, slower.- names of body parts.

Fine Motor Skills:

- Demonstrates left/right hand dominance.
- Lines and Patterns - uses a variety of media and tools to scribble and doodle, draw lines, shapes and patterns: undulating, wavy, vertical, horizontal, diagonal, straight, parallel, zig-zag, curved, circular, enclosed abstract shapes, dots.
- demonstrates hand-eye co-ordination; dexterity, manipulation and control when interacting with materials, objects, equipment and toy.
- Drawing - draws pictures using a range of media and materials, adds detail to pictures, demonstrates control of tools for drawing, takes care when drawing, demonstrates accuracy in their drawing.
- Letter formation – draws patterns, understands and follows language linked to talk about shape and movement of patterns and letters, knows the handwriting movements involved in the three basic letter shapes as exemplified by 'l' 'c' 'r' and forms basic letter shapes.
- manipulation and control when using tools and equipment.
- Communication - talks about their mark making, representations, drawings and writing; discusses mark making, writing and drawings with others.
- Manipulate and control a range of tools with increasing accuracy to represent their ideas and experiences.
- Control of writing tools and equipment – size of letters, correct starting points for different groups of letters, forms letters correctly.

<u>Early learning goals</u>

Gross Motor Skills: Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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	Fine Motor Skills: Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.

	Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success