

End of Year Expectations in PE



End of Year Expectations

- The following pages outline the national expectations for children in Year 1-6 by the end of the academic year.
- The expectations are from the new National Curriculum which was introduced in September 2014
- By the end of the year, some children will have met all of the 'expected' objectives and will be deepening knowledge and mastering skills through independent application in preparation for the following academic year

Programme of Study	Curriculum Aspect	Key Skills
Year 1	Athletics and Games	<p>Runs with confidence altering speed appropriately.</p> <ul style="list-style-type: none"> ■ Moves safely, avoiding others and objects confidently and fluently. ■ Can demonstrate the difference between sprinting and jogging. ■ Jumps and lands safely with confidence and control. ■ Throws with some coordination and accuracy at different targets. ■ Demonstrates a variety of throwing techniques. ■ Catches an object successfully using a good technique. ■ Works as part of a team to achieve a goal. ■ Recognises space and uses it to advantage when attacking a defending.
	Dance	<p>Responds appropriately to different stimuli with a range of actions.</p> <ul style="list-style-type: none"> ■ Dances using simple movement patterns.
	Gymnastics	<p>Performs basic actions such as rolling, jumping, climbing and holding a position.</p>

	Links some basic actions to create a sequence of movements.
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Programme of Study	Curriculum Aspect	Key Skills
Year 2	Athletics and Games	<p>Runs with confidence, altering speed and direction.</p> <ul style="list-style-type: none"> ■ Moves in response to environmental changes. ■ Uses sprinting and jogging appropriately. ■ Completes a series of jumps showing control at take-off and landing. ■ Throws with increasing coordination and accuracy. ■ Selects an appropriate throwing technique for the task. ■ Catches with increasing coordination and accuracy. ■ Communicates well and supports members of a team. ■

		<p>Demonstrates some methods of</p> <ul style="list-style-type: none"> • attacking and defending.
	Dance	<p>Responds appropriately to different stimuli and create different movement patterns.</p> <p>Dances linking a variety of simple movement patterns.</p>
	Gymnastics	<p>Performs basic actions with increasing balance, agility and coordination.</p>

Programme of Study	Curriculum Aspect	Key Skills
Year 3	Athletics	<p>Runs consistently and smoothly at different speeds.</p> <ul style="list-style-type: none"> ■ Demonstrates different jumps and sequences of jumps with a consistent technique. ■ Throws a range of objects into a target area with consistency and accuracy. ■ Catches a variety of objects with coordination and accuracy. ■ Works more consistently as part of a team, supporting peers. ■ Develops ways of attacking and defending as part of a team. ■ Participates in a variety of sports transferring skills as appropriate.
	Dance	<p>Dances as part of a group keeping in time with one another.</p> <ul style="list-style-type: none"> ■ Responds appropriately to stimuli. <p>Creates and performs a short sequence linking basic actions, with a clear beginning, middle and end.</p>
	Gymnastics	<p>Links basic actions with smooth and</p> <ul style="list-style-type: none"> • controlled transitions.
	Outdoor and Adventure	<p>Understands the need for problem solving.</p> <ul style="list-style-type: none"> ■ Plans ahead. ■ Follows simple plans, maps etc. <ul style="list-style-type: none"> • Report

Programme of Study	Curriculum Aspect	Key Skills
Year 4	Athletics and games	<p>Runs at appropriate speeds throughout a competitive game.</p> <ul style="list-style-type: none"> ■ Runs at a faster pace for a sustained period of time. ■ Jumps with control, accuracy and efficiency. ■ Throws with increasing control, accuracy and efficiency. ■ Catches a ball using one hand. <p>Takes into account team mates strengths and weaknesses. Actively supports peers.</p> <ul style="list-style-type: none"> ■ Chooses the best tactics to defend and attack, working with team members. ■ Participates in a variety of sports transferring skills appropriately and effectively.
	Dance	<p>Dances as part of a group keeping in time with one another.</p> <ul style="list-style-type: none"> ■ Responds appropriately to stimuli. <p>Creates and performs a short sequence linking basic actions, with a clear beginning, middle and end.</p>
	Gymnastics	<p>Links basic actions with smooth and</p> <ul style="list-style-type: none"> • controlled transitions.

	Outdoor and Adventure	Understands the need for problem solving. <ul style="list-style-type: none"> ■ ■ Plans ahead. ■ Follows simple plans, maps etc. <ul style="list-style-type: none"> • Report
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Programme of Study	Curriculum Aspect	Key Skills
Year 5	Athletics and games	Runs with an effective technique. <ul style="list-style-type: none"> ■ Adapts and improves a range of jumps. ■ Throws a ball accurately whilst moving. ■ Catches a ball accurately whilst moving. Adopts and displays a good sporting attitude. <ul style="list-style-type: none"> ■ ■ Suggests ways to attack and defend. Participates in a variety of sports

		transferring skills effectively and appropriately.
	Dance	<p>Uses a variety of dance styles. Choose and link actions to create an expressive dance phrase which shows some sensitivity to accompaniment.</p> <ul style="list-style-type: none"> ■ Plan and perform a movement sequence showing contrasts in speed, level and direction. ■ Apply basic compositional ideas to create dance phrases with a partner and in a small group. ■ Can describe and comment on their own performance and that of others and make simple suggestions to improve quality and performance. ■ Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.
	Gymnastics	<p>Perform complex actions with balance, agility and coordination.</p> <ul style="list-style-type: none"> ■ Improvise freely, individually and with a partner, can translate ideas from a <ul style="list-style-type: none"> • stimulus into movement.
	Outdoor and Adventure	<p>Uses skills with control in problem solving activities.</p> <ul style="list-style-type: none"> ■ Evaluates and suggests improvements on performance. ■ Sets challenges for others. ■ Supports peers in problem solving <ul style="list-style-type: none"> • situations.

	Swimming	<p>Uses different arm and leg movements to propel through the water.</p> <ul style="list-style-type: none">■ <p>Enters and exits the water carefully, as taught from the side.</p> <ul style="list-style-type: none">■■ Enters the water safely by jumping in.■ Enters the water safely by diving. <p>Begins to swim short distances with no support.</p> <ul style="list-style-type: none">■■ Uses a range of strokes effectively. Swims competently and perform a safe self rescue.■■ Adapts a dive to water conditions. Swims competently over a long distance using a range of strokes.■
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Programme of Study	Curriculum Aspect	Key Skills
<p>Year 6</p>	<p>Athletics and games</p>	<p>Maintains a good running technique whilst in a competitive situation.</p> <ul style="list-style-type: none"> ■ Modifies running technique in response to changing circumstances. <p>Maintains a good jumping technique whilst in a competitive situation.</p> <ul style="list-style-type: none"> ■ Modifies jumping technique in response to changing circumstances. <p>Maintains a good throwing technique whilst in a competitive situation.</p> <ul style="list-style-type: none"> ■ Modifies throwing technique in response to changing circumstances. <p>Maintains a good catching technique whilst in a competitive situation.</p> <ul style="list-style-type: none"> ■ Modifies catching technique in response to changing circumstances. <p>Maintains good teamwork whilst in a competitive situation.</p> <ul style="list-style-type: none"> ■ Promotes and encourages teamwork. Thinks of a team plan and shares it with others. <p>Modifies tactics in response to changing</p>

		<p>circumstances.</p> <ul style="list-style-type: none"> ■ Participates in a variety of sports transferring skills appropriately and effectively. ■ Participates in a variety of sports out of school transferring skills appropriately and effectively.
	Dance	<p>Uses a range of ideas to create a more complex dance routine.</p> <ul style="list-style-type: none"> ■ Performs and combines a variety of dance motifs using different dance styles. ■ Compares, develops and adopt movement motifs to create longer dances. ■ From observation of others begins to describe constructively how to refine, improve and modify performance. ■ Refines own performance in response to comments of others and self-analysis.
	Gymnastics	<p>Performs complex actions as part of a group.</p> <ul style="list-style-type: none"> ■ Creates and perform a complex sequence as part of a group, taking into account the ability of others. ■ Responds imaginatively to a variety of stimuli demonstrating a wide range of actions with precision, control and fluency. ■ Can incorporate different dynamics and develop new actions with a partner and <ul style="list-style-type: none"> • in a group.

	Outdoor and Adventure	<p>Uses physical and teamwork skills well in a variety of different challenges.</p> <ul style="list-style-type: none"> ■ Successfully applies skills and understanding to new challenges and environments. ■ Follows charts and maps accurately _ can create own charts and maps using symbols. ■ Actively demonstrates good teamwork and encourages others to do the same. ■