

## Physical Education: End of Year Expectations

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

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