

End of Year Expectations: Year 6

Athletics	Team Sports and Games	Dance and Movement	Gymnastics
<ul style="list-style-type: none"> Know correct ways for running (distance, speed, technique, personal challenge). To know how to jump (distance, height, technique, experiment). To know how to throw (different shaped and sized objects, weight, different techniques, accuracy and distance). 	<p>ALL To know the rules and safety of the game.</p> <p>Football</p> <ul style="list-style-type: none"> To know independent dribbling (1 ball each) maintaining control of ball (range of directions, changing direction) and travelling at different speeds with the ball. Introduce more advanced skills and combinations of skills to use in a game tactically; use in 1V1 competitive situations and know why they are passing and receiving the ball tactically. Progression into mini-games (max 10 children). <p>Basketball</p> <ul style="list-style-type: none"> Develop ability to dribble continuously/manipulate the ball effectively without having to stop (double dribble). Use body to protect (cats and rats) 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball). Tactical understanding of the game, confidence to referee own games and take ownership of rules. Know the concept of creating and exploiting space with a tactical consideration, how to create space, how to defend space etc... <p>Cricket</p> <ul style="list-style-type: none"> To practice bowling technique, knowing the difference between a bowl and a throw (arm straight). Understand the fundamental importance of balance (head position) when batting/striking a ball. Practice skills using games: dodgeball with backing up, Danish longball, target bowling, cricket-rounders, diamond cricket and progress to knowing how to play cricket through mini-game situations (split class into 4 teams roughly). Ch. to know how to umpire and score own games. <p>Rugby</p> <ul style="list-style-type: none"> To know how to passing backwards technique. To know how to being aware of attacking space i.e. trying to score tries. To know how to defending space using low body position/agility/direction. Games: cats and rates, bulldogs charge, tig and introduction to mini games with focus on previous skills (max of 10 per game). Modified games to suit concept of attacking space: Kabaddi variation and introduce to mini games with focus on previous skills (max of 10 per game). <p>Hockey</p> <ul style="list-style-type: none"> To know how to handle equipment and dribble independently (1 ball each). Know how to maintain control of ball (range of directions, changing direction). To know how to travelling at different speeds with the ball. To know how to progress into 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball). To be able to progress to mini games (max 10 children, 5v5) or King of the ring. <p>Tennis</p> <ul style="list-style-type: none"> To know the racket grip and position, forehand and backhand. To know the basic skills (1 racket and ball each): hitting up/down and a combination of both. Progress with control of ball to hitting and catching. Partner work: know how to throw a ball for accuracy, return with a forehand. Increase distance for differentiation and progress to rallies and catching tennis for tactical understanding. Extension: know rules and playing 1V1 games. <p>Netball</p> <ul style="list-style-type: none"> Know how to create space (without ball) by changing speed and direction. Introduce creating space to receive a pass unopposed and opposed. Know how to pivot to change direction and use of body position to pass/receive ball. Know how to pass accurately over a range of distances and heights (bounce, chest, shoulder) and practice skills using 2-5-person teams (opposed). 	<ul style="list-style-type: none"> To know and combine movement ideas fluently and effectively. To know, create and structure motifs, phrases, sections and whole dances. Perform, with clarity and sensitivity to an accompaniment, communicating a dance idea with a partner and in a group. Know why dance is good for their fitness, health and well-being. To know what works well and explain why. To know how costume, music and set can help improve a dance performance and know how to create a sequence of movements to music: independently, in pairs, in groups. 	<ul style="list-style-type: none"> To know and maintain balance positions with investigation into counter balance and point balances. To know and investigate a range of movement and travel (direction, height and shape). To know how to use a range of high level equipment; focus on landing safely with control. Independently create sequences using known range of key shapes, movement and shapes in pairs/small groups choosing their own equipment. Ensure focus of ch. being able to analyse, observe and evaluate their own and others' performances.

End of Year Expectations: Year 5

Athletics	Team Sports and Games	Dance and Movement	Gymnastics
<ul style="list-style-type: none"> Know correct ways for running (distance, speed, technique, personal challenge). To know how to jump (distance height, technique, experiment). To know how to throw (different shaped and sized objects, weight, different techniques, accuracy and distance) 	<ul style="list-style-type: none"> ALL To know the rules and safety of the game. Football <ul style="list-style-type: none"> To know independent dribbling (1 ball each) maintaining control of ball (range of directions, changing direction) and travelling at different speeds with the ball. Introduce more advanced skills and combinations of skills to use in a game tactically; use in 1V1 competitive situations and know why they are passing and receiving of the ball tactically. Progression into mini-games (max 10 children). Basketball <ul style="list-style-type: none"> To know how to independent dribbling (1 ball each). To know how to maintaining control of ball (range of directions, changing direction) and travelling at different speeds with the ball. Progression into 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball). Focus on using body to keep possession of the ball (cats and rats) Know the concept of creating and exploiting space with a tactical consideration, how to create space, how to defend space etc... Cricket <ul style="list-style-type: none"> To know how to catching from different heights (flat or high) and distances. To know how to bowl a ball with correct technique and increasing accuracy. To know how to bat using a front foot drive technique. To know how to bat and field in small groups (max 4: 1 batter, 3 fielders). To know and revise batting using a front foot drive technique. Know and understand tactics - hitting a ball, how to prevent opposite team getting runs. Games: dodgeball with backing up, Danish longball, target bowling, cricket-rounders Rugby <ul style="list-style-type: none"> To know how to passing backwards technique. To know how to being aware of attacking space i.e. trying to score tries. To know how to evading defenders by changing body position/direction. To know how to defending space using low body position/agility/direction. Games: cats and rates, bulldogs charge, tig and introduction to mini games with focus on previous skills (max of 10 per game). Hockey <ul style="list-style-type: none"> To know how to handle equipment and dribble independently (1 ball each). Know how to maintain control of ball (range of directions, changing direction). To know how to travelling at different speeds with the ball. To know how to progress into 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball) Volleyball <ul style="list-style-type: none"> To know how to independently practise techniques without a ball (focus on different shots: pike, bump, overhand pass). To know how to practise techniques with a ball. Progress in pairs practising techniques (e.g throw to bump, then bump to bump). 	<ul style="list-style-type: none"> To know how to create a sequence of movements to music: independently, in pairs, in groups. To know how to maintain balance positions. To know to incorporate stillness positions, 1 point, 2 point, 3 point balances etc... To know how to investigate a range of movement and travel (direction, height and shape). To be able to explore, create and choose appropriate material to create new motifs known to them. Compose, develop and adapt motifs to make dance phrases and more longer complex dances. Know and organise their own warm ups and cool down activities and know why it is important to warm up and cool down. Know and use the appropriate terminology to identify and describe their own and other's dances. Talk about the relationship between dance and its accompaniment with known suggestions to develop their dances. 	<ul style="list-style-type: none"> Know to recap and execute key shapes from KS1 (see PE folder for definitions). To know how to maintain balance positions. To know how to investigate range of flexible movement and travel (direction and height). To know how to include key shapes in independent sequences. To know how to maintain balance positions. To know how to investigate a range of movement and travel (direction, height and shape). To know how to investigate use of low level equipment; focus on landing safely and with control. To know how to sequence range of key shapes, movement and shapes in pairs/small groups

End of Year Expectations: Year 4

Multi-skills: spatial awareness	Multi- skills: coordination focus	Team sports/games	Dance and Movement	Gymnastics
<ul style="list-style-type: none"> Know how to create space safely negotiate themselves around crowded areas. Know when to change their speed and direction accordingly. Know types of bean bag balances to focus use of eyes (peripheral vision) as opposed to turning full head. Understand the concept of using space and knowing how this can be applied to other specific sports. Lots of tag games, involving running into spaces, changing speed and direction, opposed and unopposed games. Cats and rats, rock paper scissors tag, top gear, Simon says etc... (anything that encourages dodging and having an awareness of what is around them). 	<ul style="list-style-type: none"> To know how to throw a ball for accuracy. To know how to throw a ball for distance. To know how to catch a ball consistently. To know how to maintain a balanced position. To understand how to manipulate a ball (kicking, juggling, dribbling). To know which movement and speed should be executed to run for speed/agility and jump skip/hop in a controlled way. <p>Athletics</p> <ul style="list-style-type: none"> Know correct ways for running (distance, speed, technique, personal challenge). To know how to jump (distance height, technique, experiment). To know how to throw (different shaped and sized objects, weight, different techniques, accuracy and distance) 	<p>ALL To know the rules and safety of the game.</p> <p>Football</p> <ul style="list-style-type: none"> To know independent dribbling (1 ball each) maintaining control of ball (range of directions, changing direction) and travelling at different speeds with the ball. <p>Progression into 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball).</p> <p>Basketball</p> <ul style="list-style-type: none"> To know how to independent dribbling (1 ball each). To know how to maintaining control of ball (range of directions, changing direction) and travelling at different speeds with the ball. <p>Progression into 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball).</p> <p>Cricket</p> <ul style="list-style-type: none"> To know how to catching from different heights (flat or high) and distances. To know how to bowl a ball with correct technique and increasing accuracy. To know how to bat using a front foot drive technique. To know how to bat and field in small groups (max 4: 1 batter, 3 fielders). <p>Rugby</p> <ul style="list-style-type: none"> To know how to passing backwards technique. To know how to being aware of attacking space i.e. trying to score tries. To know how to evading defenders by changing body position/direction. To know how to defending space using low body position/agility/direction. Games: cats and rates, bulldogs charge, tag <p>Hockey</p> <ul style="list-style-type: none"> To know how to handle equipment and dribble independently (1 ball each). Know how to maintain control of ball (range of directions, changing direction). To know how to travelling at different speeds with the ball. To know how to progress into 1 on 1 competition (can do as whole class e.g. 5 defenders, rest have a ball) <p>Tennis</p> <ul style="list-style-type: none"> To know how to independently practise techniques, consistently striking a ball with accuracy and appropriate power (focus on different shots: forehand, backhand, volley etc). To know how to practise techniques with a ball. Progress in pairs practising techniques (e.g rally, forehand, backhand etc...). 	<ul style="list-style-type: none"> To know how to explore and create characters and narrative ideas and respond through movement Know and experiment with a wide range of actions, varying and combining spatial patterns, speed and tension Know different compositional ideas to create motifs incorporating unison, canon, action/reaction and question/answer. Remember, practise and combine longer, more complex dance phrases. To know how to interpret and evaluate their own and other's dances using appropriate vocabulary. Suggest how dances and performances can be improved, so that they know how to communicate more effectively. 	<ul style="list-style-type: none"> Know to recap and execute key shapes from KS1 (see PE folder for definitions). To know how to maintain balance positions. To know how to investigate range of flexible movement and travel (direction and height). To know how to include key shapes in independent sequences. To know how to maintain balance positions. To know how to investigate a range of movement and travel (direction, height and shape). To know how to investigate use of low level equipment; focus on landing safely and with control. <p>To know how to sequence range of key shapes, movement and shapes in pairs/small groups</p>

End of Year Expectations: Year 3

Speed and Agility	Co-ordination	Object Manipulation with equipment	Team Games/Sports	Gymnastics	Dance and Movement
<ul style="list-style-type: none"> Know how to use different speeds with control in pairs. <p>Extend to group games e.g. follow my leader, chain tig (creating space).</p> <ul style="list-style-type: none"> Know and find out different ways of changing the body position (recap terms: duck, dodge, lean, jump, turn). <p>Progress to avoiding objects by moving and changing body position and safely throw objects into a target area.</p> <p>Extend to group games e.g. dodge ball, colours, agility relay.</p> <p>Sports day preparation and practice. Focus on sports day races, changing direction at speed, hurdles, acceleration etc...-running (distance, speed, technique, personal challenge).</p>	<ul style="list-style-type: none"> Know how to throw and catch a ball: 2handed catch, 1 to 1, 1 to 2. Be able to throw and catch a ball whilst multitasking e.g. throw-clap-catch. Be able to bounce and catch a ball/repeatedly bounce. -Using 2 balls; throw 1 and bounce one simultaneously (progress to 2 simultaneously). Juggle with control. Be able to throw over a larger distance (focus on ability to see in peripheral vision). <p>Progress to passing accurately and with control. Chest, bounce, shoulder.</p>	<ul style="list-style-type: none"> Know how to balance a ball on a racket and be able to manipulate the movement of the ball (hit up and down) with some control. <p>Using tennis rackets/hockey sticks, dribble the ball along the floor in different directions (take the ball for a walk/write something on the floor with the ball).</p> <p>Progress to hitting a ball to a partner by pushing the ball.</p> <p>Extend to partner/small group work.</p> <p>Cricket</p> <ul style="list-style-type: none"> To know and understand the concept of what is different between bowling and throwing. Know the basic principles of bowling, straight arms, head for balance, through towards target. Know basic batting tactic in games. Hit into space and run as oppose to hitting towards fielders. Know and understand the rules of Diamond Cricket. Know about consistency when catching and accurate throwing (high and low). Know how dodgeball links to create - in a circle for backing up, catching in pairs, rolling, stopping etc... 	<ul style="list-style-type: none"> Focus on knowledge of the following skills: Collaboration, empathy, listening, communication, sharing, cooperating, respect through games such as Mat race, Relay race, Hoop race, Body parts, Tidy the bedroom, Parachute games. Knowledge of opposition during games. Learn about working together as a team to achieve an outcome and individual competition, small group competition. Lots of games that have been covered throughout the year. Games such as cats and rats, dodge ball tig, colours relay dodge ball, clear the bedroom, domes and dishes etc... Know how to incorporate multi skills in a competitive, tactical environment. Encouraging them to repeat skills learnt. More focus upon actual basic sports for year 3 for transition into year 4. Such as football, diamond cricket, rugby variations etc... To know how to apply the following skills: Collaboration, empathy, listening, communication, sharing, cooperating, respect through team building challenges s such as Mat race, Relay races, Hoop race, Body parts, Tidy the bedroom 	<ul style="list-style-type: none"> Revise knowledge of key balances (star, straight, tuck, straddle, pike, Sky diver, Dish, Cup, Saucer, Bridge, plank, reverse bridge, crab, scorpion) focus on form. <p>Practise balances through game (crabs and scorpions, simon says, top gear)</p> <ul style="list-style-type: none"> Know how to create simple sequences (3+ balances and movements) independently focussing on form and variation in height, speed, shape <p>Progress to paired/small group work after showcasing independent ideas.</p> <ul style="list-style-type: none"> Revise knowledge of key balances (star, straight, tuck, straddle, pike, Sky diver, Dish, Cup, Saucer, Bridge, plank, reverse bridge, crab, scorpion) Focus on form. <p>Practise balances through game (crabs and scorpions, simon says, top gear).</p> <ul style="list-style-type: none"> Know the transition between different balances e.g cup to saucer, bridge to reverse bridge. <p>To know how to land and take of safely (1 foot to 1 foot, 1 foot to 2 feet, 2 feet to 1 foot, 2 feet to 2 feet).</p> <p>Know how to travel in a variety of ways (shape, height, speed) and Investigate links between travel and balances e.g. how to travel to easily balance in dish position.</p>	<ul style="list-style-type: none"> To know and improvise freely on their own and with a partner, translating ideas from a stimulus into movement. To know how to link actions to make a motif or dance phrases, working with a partner. Perform dances with a knowledge and awareness of rhythmic, dynamic and expressive qualities. To know why to keep up activity over a period of time and know why they need to warm up and cool down for dance. <p>Know how to evaluate dances performed with a partner, use a range of expressive language to describe the dance.</p>

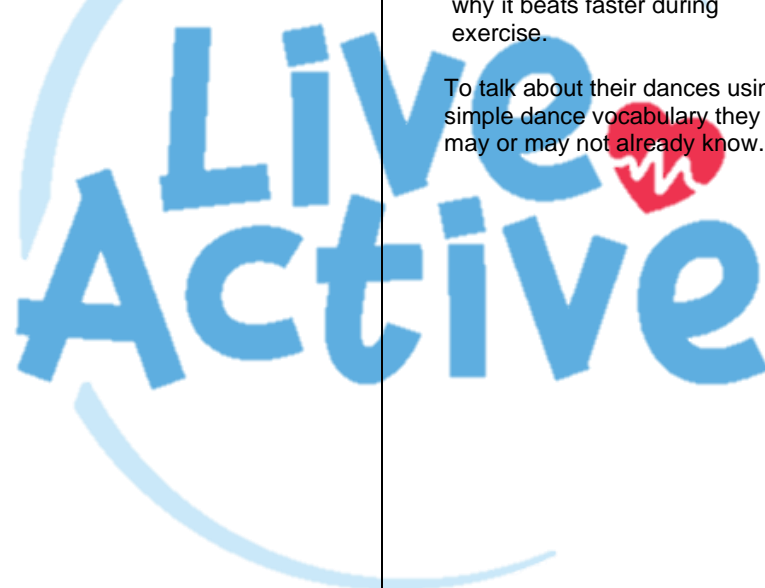
End of Year Expectations: Year 2

Multi-skills: spatial awareness and balance	Multi-skills: coordination focus	Team games	Dance and Movement	Object Manipulation with equipment	Multi Skills/Games
<ul style="list-style-type: none"> Know and recap basic key balances from year 1 (star, straight, tuck, straddle, pike, Sky diver, Dish, Cup, Saucer, Bridge). To know key balances (plank, reverse bridge, crab, scorpion) and practice balance positions using variety of games: top gear, simon says, ship captain. To know how to start and finish a balance with control. To know how to investigate moving from 1 balance to another. To know how to land safely reducing impact. To know how to move using different speeds with control (understand vocab: fast, slow, medium). <p>Extend to group games e.g. follow my leader, chain tig (creating space/changing direction).</p> <ul style="list-style-type: none"> To know how to investigate different ways of changing the body position (introduce terms: duck, dodge, lean, jump, turn). <p>Progress to avoiding objects by moving and changing body position and safely throw objects into a target area.</p> <p>Extend to group games e.g. dodge ball, cats and rats.</p>	<ul style="list-style-type: none"> Knowing a range of different sized balls for each activity. Know how to roll a ball towards a partner/target area and stop it effectively. Know how to throw over a larger distance (focus on ability to see in peripheral vision). Know how to throw, catch, bounce a ball on their own and with a partner. Know how to manipulate an object consistently with control. Know how to manipulate a ball with your feet in a controlled manner and practice techniques; (1 ball each) toe taps, side to side, scissors etc. Know how to stop a moving ball with your feet (stop turn). <p>Know how to kick towards a target.</p>	<ul style="list-style-type: none"> To know how to apply the following skills: Collaboration, empathy, listening, communication, sharing, cooperating, respect through games such as Mat race, Relay race, Hoop race, Body parts, Tidy the bedroom (see PE for more ideas). Knowing the ABC skills learnt during the year and applying them in team situations. Know how to listen, share, communicate with other children through various games e.g. Parachute games, blindfold activities. 	<ul style="list-style-type: none"> To know and discuss stimuli as the starting point for creating dance To explore ideas, moods and feelings by experimenting with known actions, dynamics, directions, levels and a growing range of movements. Know how to compose and perform short dances that communicate and express moods and feelings. To know and describe how their breathing rate, temperature and heart rate change when they are moving quickly and still. <p>To know the importance of mood and tone to describe how a dance makes them feel.</p>	<ul style="list-style-type: none"> Know how to balance a ball on a racket. Know how to manipulate the movement of the ball (hit up and down) with some control. Knowing how to use tennis rackets/hockey sticks, dribble the ball along the floor in different directions (take the ball for a walk/write something on the floor with the ball). <p>Progress knowledge to hitting a ball to a partner/wall/bench by pushing the ball.</p> <p>Extend knowledge to partner/small group work.</p>	<ul style="list-style-type: none"> Increase knowledge of, opposed games. Working together as a team to achieve an outcome. Knowledge of Individual competition, small group competition. Knowledge of games that have been covered throughout the year. <p>Games such as cats and rats, dodge ball tig, colours relay dodge ball, clear the bedroom, domes and dishes etc...</p> <ul style="list-style-type: none"> Know how to incorporate multi skills in a competitive, tactical environment. Encouraging them to repeat skills learnt. Knowledge of using ABC skills learnt during the year and applying them in team situations. Learn how to listen, share, communicate with other children through known games. <p>Mat race Hoop circles Body parts Parachute games Blindfold activities</p>



End of Year Expectations: Year 1

Multi-skills: spatial awareness and balance	Multi-skills: coordination focus	Team games	Dance and Movement	Object Manipulation with equipment	Multi Skills/Games
<ul style="list-style-type: none"> To know ways to increase confidence in movement. To know the rules of PE: stop, start, listen. Knowing how to move in a variety of ways: animals, vehicles and in and out of objects e.g. cones. To know a range of movements connecting body parts and apparatus. Know why changing speed and direction is important – to avoid collisions, lose shadows. To know the differences between high/low level movement and throw objects into targeted areas. To know simple games which support spatial awareness: top gear, simon says, tig, dodgeball. <p>To know the vocabulary to control different speed and use these in game situations.</p>	<ul style="list-style-type: none"> To know how to manipulate an individual object (beanbag/ball). To know how to throw in a variety of ways: 2 hand catch, 1 to 1 hand, 1 to the other hand. To know how to control a ball when bouncing and catching and rolling (progression). To progress to doing different actions during bouncing and catching e.g. bounce-clap-catch. To know how to use a wide range of resources and of different sizes (beanbags, balls, hoops, weighted balls). To know how to throw over a larger distance (focus on ability to see in peripheral vision) To know and move from one basic balance to another (Sky diver, Dish, Cup, Saucer, Bridge) and practice these in a variety of games. 	<ul style="list-style-type: none"> To know ABC skills learnt during the year and apply them in team situations. To know how to listen effectively, share and communicate with other children. To know games that support key skills of PE & Sport using simple resources: Mat races, hoop circles, body parts, Parachute games, blindfold activities. 	<ul style="list-style-type: none"> To know how to respond to stimuli with a range of actions. To know, copy and explore basic body actions. To understand why we practise and repeat movements and perform them in a controlled way. Know how to move confidently and safely in their own and others space, using a change of speed, level and direction. Know where the heart is and why it beats faster during exercise. <p>To talk about their dances using simple dance vocabulary they may or may not already know.</p>	<ul style="list-style-type: none"> To know how to balance a ball on a racket. To know how to manipulate the movement of the ball (hit up and down) with some control. Knowing how to use tennis rackets, dribble the ball along the floor in different directions (take the ball for a walk/write something on the floor with the ball). Know when it's time to progress to hitting a ball to a partner by pushing the ball. Extend to partner/small group work so children know the important of team work. To understand and execute Sports day preparation activities and practice these. 	<ul style="list-style-type: none"> To know and understand opposed games. Working together as a team to achieve an outcome. To know the basics of individual competition, small group competition. To know lots of games that have been covered throughout the year e.g. cats and rats, dodge ball tag, domes and dishes. Knowing and incorporating multi skills in a competitive, tactical environment. <p>Encouraging children to repeat skills they know independently.</p>



End of Year Expectations: EYFS

Communication and Language	Physical Development		Expressive arts and design
Listening and attention. Understanding.	Moving and Handling	Health and self-care	Being Imaginative
<ul style="list-style-type: none"> • To know when to listen to instructions and what others say. • To know how to follow instructions involving several ideas or actions. • To know the rules of PE: stop, start, listen. • Link to wider curriculum, colours, patterns, shape recognition etc. 	<ul style="list-style-type: none"> • To know how to move with confidence, imagination and in safety in a controlled zone. • To know how to control and co-ordinate their bodies in large and small movements. Add a variety of equipment. • To know how to move confidently in a range of ways such as balancing, agility, speed and co-ordination whilst safely negotiating space. • To know what equipment is used in PE and handle equipment and tools effectively, including small balls for bouncing, catching, throwing, kicking. Bats for striking and manipulating. 	<ul style="list-style-type: none"> • Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe in PE and during play times. Introduce rules to games. • They know how to manage their own basic hygiene and personal needs successfully including dressing for PE and going to the toilet independently during a PE lesson. • To know why their bodies change and what happens to their bodies when they are active in PE. Top gear, traffic lights (changing of speed and intensity, impact on heart/lungs/body). 	<ul style="list-style-type: none"> • To know and understand that they can express and communicate their ideas, thoughts and feelings by using a wider range of movement such as dance, travel and balance.