

PE 2019-2020

Objectives Year 1		A1	A2	A3
Sequence of Actions	Perform basic body movements together and in isolation using different parts of the body.	√	√	
	Explore movement ideas and respond imaginatively to a range of stimuli	√	√	
	Move confidently and safely in their own general space, using changes of level, speed and direction	√	√	√
	Compose and link movement phrases to make simple dances with clear beginnings, middle and ends		√	
	Perform movement phrases using a range of body actions and body parts	√	√	
	Talk about dance ideas inspired by different stimuli and copy, watch and describe dance movement		√	
Gymnastics	Explore gymnastic actions and still shapes and make their body tense, relaxed, stretched and curled.		√	
	Show basic control and co-ordination when travelling and remaining still		√	
	Copy or create and link movement phrases with beginnings, middle and ends		√	
	Can carry and put out/put away mats and benches safely with support	√	√	
	Can choose and 'link' like actions		√	
	Can link and repeat basic gymnastic actions accurately and consistently		√	
	Can perform simple actions/sequence on apparatus		√	
Games	Can use words such as rolling, travelling, balancing and describe what they do in a movement phrase		√	
	Can use basic underarm, rolling, kicking, striking and hitting skills, sometimes using overarm and can begin to name passes	√		√
	Develop consistency when intercepting, retrieving and stopping a beanbag and medium sized ball	√		√
	Sometimes catch a beanbag and a medium sized ball, tracking balls and other equipment sent to them, moving in line with a ball	√	√	
	Know what space looks like, how to find space in a game and can move into a space once passed a ball/object	√	√	√
	Apply skills learnt in a variety of a simple games, making choices about appropriate targets, spaces and equipment			√
	Play games fairly using simple rules and choose where to stand to make it difficult for their opponent		√	√
	Can track balls and other equipment sent to them, moving in line with a balls to collect, throw or kick in a variety of ways and choosing different ways to throw, hit or kick the ball according to the needs of the game	√		√
Athletics	Can describe what they and others are doing and how their body feels during their games			√
	Can travel with some control starting, stopping and changing pace and direction and varying stride lengths			√
	Copy movements of a leader with co-ordination and control and show awareness of space and safety of others			√
	Roll a ball with increasing accuracy and use an underarm action to throw over increasingly longer distances			√
	Throw towards towards with increasing accuracy and be able to throw at raised targets	√		√
	Demonstrate various jumps in response to instructions and know which jumps are for height and which are for distance			√
	Take off from and land in different positions			√
	Link step/jump combinations demonstrating balance and co-ordination			√
Health	Use simple language to describe own and others' performances			√
	Maintain physical activity for extended periods of time			√
	Recognise and describe the effects of exercise on the body			
	Understand the importance of warming up	√	√	√
	Can describe the changes that take place in their body when doing physical activity	√		
	Can name body parts used in movement	√		
Leadership and Team Work	Understand the importance of eating healthily and the effect diet has on our bodies.			√
	Help put out and tidy equipment away and can choose and set up their own equipment for games	√	√	√
	Work with a partner co-operatively copying to show and copy what they do.	√	√	√
	Play simple, competitive games in pairs and small groups which involves a simple scoring system	√		
	Can take charge of their own warm up		√	√
Begin to understand why rules are important in games			√	

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Objectives Year 2				A1	A2	A3
Sequence of Actions	Perform basic body movements together and in isolation using different parts of the body.	√	√	√		
	Remember, copy and repeat simple movement patterns	√	√	√		
	Link a range of actions to complete a sequence of movements	√	√	√		
	Can vary dynamics, levels, speed and direction		√	√		
	Can create ideas using different stimulus and perform to musical accompaniment		√			
	Compose and perform sequences that express and communicate moods, ideas and feelings					
Gymnastics	Know, describe and perform basic gymnastics shapes, rolls, jumps and travel actions with developing control and co-ordination		√			
	Understand that a balance is a moment of stillness and can perform simple balances with some control		√			
	Can link actions to create a simple sequence showing a clear beginning, middle and end		√			
	Can carry and put out/put away mats and benches safely		√			
	Can copy, remember, explore and repeat simple sequences and use like and unlike actions		√			
	Know and perform actions in mirror, canon, unison, symmetry and asymmetry		√			
	Can perform simple actions/sequence on apparatus		√			
Can use simple vocabulary to describe own and others' performances and begin to identify the differences between performances.		√				
Games	Can stop whilst moving and catch an object with control	√		√		
	Can pass a ball to someone else using different passes and equipment and can name the throw used	√		√		
	Perform basic skills of catching, rolling, striking, moving with a ball and kicking with developing confidence and increased distances	√		√		
	Know what space looks like, how to find space in a game and can move into a space once passed a ball/object	√		√		
	Apply skills learnt in a variety of a simple games, making choices about appropriate targets, spaces and equipment			√		
	Play games fairly using simple rules and change and make up games with their own rules	√		√		
	Use a variety of simple tactics and show awareness of opponents and team mates when playing games			√		
	Can describe own and others performance using appropriate language and can describe differences			√		
Athletics	Run at fast, medium and slow speeds and can change speed and direction whilst running	√		√		
	Know the correct posture and how arms help us when running			√		
	Take part in a relay activity, remembering when to run and what to do			√		
	Know, demonstrate and describe a variety of throwing techniques using a range of equipment	√		√		
	Throw with increasing control, accuracy and co-ordination into different targets at variable distances			√		
	Know, describe and perform the 5 basic jumps and know that some jumps are for height and some are for distance			√		
	Can run/jump over simple obstacles using different techniques			√		
Use appropriate language to describe own and others' performances using agreed criteria			√			
Health	Maintain physical activity for extended periods of time and know why it is important to be active	√	√	√		
	Recognise and describe the effects of exercise on the body		√			
	Understand the importance of warming up and cooling down when exercising and perform their own warm up		√	√		
	Know that there are different types of fitness and perform actions demonstrating strength, stamina and flexibility			√		
	Can name body parts used in movement	√				
	Understand the importance of eating healthily and the effect diet has on our bodies.		√			
Leadership and Team Work	Help put out and tidy equipment away and can choose and set up their own equipment for games	√	√	√		
	Work with a partner co-operatively copying to show and copy what they do.	√	√	√		
	Play simple, competitive games in pairs and small groups which involves a simple scoring system			√		
	Choose actions, tactics and skills that suit the demands of specific situations			√		
	Change rules of games played or make up own games with simple rules.			√		

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Objectives Year 3				A1	A2	A3
Sequence of Actions	Improvise freely, translating ideas from a stimulus into movement			√		
	Create dance phrases that communicate ideas and know how to create a motif			√		
	Share and create dance phrases with a partner and in small groups			√		
	Use dance vocabulary to compare and improve own and others work			√		
	Repeat, remember and perform these phrases in a dance, using dynamic, rhythmic and expressive qualities clearly and with control			√		
	Recognise and talk about movements used and the expressive qualities of dance			√		
	Suggest improvements to their own and other people's dances			√		
Gymnastics	Use a greater number of their own ideas for movements in response to a task	√		√		
	Choose and plan sequences of contrasting actions showing a clear beginning, middle and end including different levels, speed and directions	√		√		
	Can describe and demonstrate transfer of weight and show control, accuracy and fluency in their work on their own, with a partner or small group	√		√		
	Adapt sequences to suit different types of apparatus and their partners ability			√		
Games	Throw and catch with control to keep possession and score 'goals'			√		
	Be aware of space and use it to support team mates and cause problems for the opposition	√		√		
	Know and use rules fairly to keep games going					√
	Can say when a player has moved to help others and use this knowledge in their own play					√
	Pass, receive and dribble the ball, keeping control and possession consistently			√		√
	Can show awareness of patterns of play. Know what position they are in a team and understand the difference between attackers.					√
	Consolidate and develop the range and consistency of skills in net games using a small range of racket and throwing and catching skills					√
	Understand how net games are played, and can make up their own net games	√				√
	Choose and use a range of simple tactics sending the ball in different ways to make it difficult for their opponent in net games					√
	Know how net games are played and play according to the rules			√		√
Recognise what skilful play looks like and suggest ideas and practises to improve their own play						
Athletics	Know and demonstrate 5 basic jumps and use in combination showing control at take-off and landing and link running and jumping actions					√
	Can run continuously and show the difference between running at fast, medium, slow speeds and take part in a relay activity					√
	Throw a variety of objects, changing their action for accuracy and distance					√
	Watch, copy, identify and describe what they and others have done.	√		√		√
Health	Know and describe some different activities needed for different warm ups	√				√
	Can describe what happens to their heart, breathing and temperature during different types of activity					
	Take responsibility for their own and others warm up.	√		√		√
	Understand the importance of different types of food and how these foods help the body when exercising			√		
	Understand the importance of wearing the appropriate clothing for different types of exercise	√		√		√
Leadership and Team Work	Begin to be aware of what is going on around them					√
	Know their role and show understanding of what is needed in that role in games					√
	Know different positions in a team and the role of the players in these position					√
	Can lead a warm up in pairs and small groups a make up a small game and lead a small group to play this game			√		√

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Objectives Year 4		A1	A2	A3
Sequence of Actions	Translate ideas from a variety of stimuli into movement and being able to remember, repeat and perform phrases in sequence		√	
	Freely improvise on their own or with a partner		√	
	Compare, develop and adapt movements and motifs to create longer sequences creatively using the space		√	
	Use dance vocabulary to compare and improve own and others work		√	
	Confidence to perform to perform in a small group		√	
	Compose motifs and structure simple dances		√	
	Communicate the intention of the sequence clearly, fluently and with control, refining sequences of movement through practise		√	
Gymnastics	Transfer weight smoothly from one body part to another and be able to identify the body parts	√	√	
	Move from one position of stillness to another through balances show control, accuracy and fluency both on the floor and on the apparatus	√	√	
	Link and perform all basic gymnastic actions from Year 1/2 with control, accuracy and fluency and with a partner or small group	√	√	
	Know and perform Counter Balance and Counter Tension being able to move into and out of these balances as part of a sequence		√	
Games	Pass, dribble and shoot with more accuracy	√		√
	Know and begin to use more consistently, the right pass for the situation	√		√
	Understand what makes a good pass and recognise this when watching games	√		√
	Know what marking is and begin to use in simple games	√		√
	Use changes of speed and direction to beat a defender and defend the places from which it is best to score	√		√
	Develop an understanding of how to get into the best positions to score	√		√
	Vary simple tactics in a game and describe why these work well	√		√
	Know what position they are in a team and understand the difference between attackers on	√		√
	Begin to learn some rules of more common games Hi 5's Netball, Mini Football, Tag Rugby, Quicksticks Hockey, Rounders, Cricket, Tennis, Volleyball.	√		√
	Make up own games and can change rules of common/conditioned game and explain their choices	√		
Can control and catch a ball and develop accuracy in passes whilst moving in an opposed situation	√			
Athletics	Use consistent technique for running, jumping and throwing		√	
	Demonstrate accuracy and power in throwing and sustain pace in running		√	
	Explore a run up in jumps		√	
	Can identify and explain good athletic performance and compare performances to previous ones		√	
Health	Know that warming up includes stamina, strength and flexibility and that different activities need different warm ups	√		
	Can give good explanations of how warm up activities affect our bodies and say why we need to do a warm up	√		
	Take responsibility for their own and others warm up.	√		
	Understand the importance of different types of food and how these foods help the body when exercising	√		
	Understand the importance of wearing the appropriate clothing for different types of exercise	√	√	√
Leadership and Team Work	Begin to be aware of what is going on around them	√		√
	Know their role and show understanding of what is needed in that role	√		√
	Know different positions in a team and the role of the players in these position	√		√
	Can lead a warm up in pairs and small groups a make up a small game and lead a small group to play this game	√		√

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Objectives Year 5		A1	A2	A3
Sequence of Actions	Compose motifs and plan dances creatively and collaboratively in groups	√		
	Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance they use	√		
	Explore and improvise ideas for dances in different styles, working on their own, with a partner and with a group.	√		
	Can vary dynamics and develop actions with a partner, or as part of a group	√		
	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context	√		
	Suggest ways to develop their technique and composition	√		
	Confidence to perform to a wider audience	√		
Gymnastics	Can create, practise and refine longer, more complex sequences for a performance that includes changes in level, direction and speed		√	
	Can choose actions, body shapes and balances from a wider range of themes and ideas, adapting their performance to the demands of the task		√	
	Can compose sequences in groups and can transfer sequences from the floor to the apparatus		√	
	Perform actions, shapes and balances consistently and fluently demonstrating clear extension and tension		√	
	Adapt sequences to include a partner or small group and perform to an audience		√	
	Show an awareness of factors that influence the quality of performance and suggest aspects that need improving and use this information to improve performance		√	
	Repeat accurately a longer sequence with more difficult actions		√	
Games	Pass, dribble and shoot with control and use this with effect in games	√		√
	Identify and use tactics in games to help their team keep the ball and take it towards the oppositions goal	√		√
	Mark opponents and help each other in defence and know and demonstrate how to defend the goal			√
	Use a variety of tactics to keep the ball. E.g changing speed and direction and find ways to get to the opponents goal	√		√
	Find and use space to help their team	√		√
	Explore and use formations in attack			√
	Know what position they are playing in and contribute as part of the team in both attack and defence	√		√
	Develop a range and consistency of their skills in net games and strike/field games	√		√
	Know and play to the rules of some common games of Hi 5s Netball, Tag Rugby, Mini Football, Quicksticks Hockey, Rounders, Cricket, Tennis and volleyball	√		√
	Recognise their own and other's strengths and weaknesses and suggest ideas that will improve performance	√	√	√
	Vary tactics and adapt skills in response to the situation faces in the game and explain your choices		√	
Athletics	Demonstrate good control, strength, speed and stamina in a variety of athletic events.		√	
	Understand how to apply athletic skills and tactics in a competitive situation		√	
	Analyse skills and suggest ways to improve quality of performance and demonstrate improvement to achieve personal best		√	
	Demonstrate different techniques needed for sprinting		√	√
Health	Understand and describe how stamina and strength and flexibility help people perform better	√		
	Understand and can explain the short and long-term benefits of exercise	√		
	Choose a warm up appropriate to activity taking place and explain choices	√	√	√
	Can describe and demonstrate knowledge that different foods can have on our health and identify foods that help the body when exercising		√	
Leadership and Team Work	Show good awareness of what is going on around them and communicate to team members appropriately	√		
	Know the role they play in a team and be an effective part of the team working in different positions to achieve the best outcome	√		
	Support and inspire others to be the best they can be.	√		√
	Lead large group and whole class warm ups and small games as part of class or a festival	√	√	√

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Objectives Year 6		A1	A2	A3
Sequence of Actions	Work creatively and imaginatively on their own, with a partner and with a group	√		
	Perform to an accompaniment expressively and sensitively and communicate the intention of the sequence clearly, fluently and with control	√		
	Can demonstrate precision and control and fluency in response to a variety of stimuli	√		
	Can vary dynamics and develop actions with a partner, or as part of a group	√		
	Continually demonstrate rhythm and spatial awareness	√		
	Use appropriate criteria to evaluate and refine own and others work, talking about dance with understanding, using appropriate language and terminology	√		
	Confidence to perform to a wider audience	√		
Gymnastics	Can link ideas, skills and techniques with control, precision and fluency when performing gymnastic skills		√	
	Can perform partner balances with control and accuracy and can move into and out balances as part of a sequence		√	
	Can compose sequences in groups and can transfer sequences from the floor to the apparatus		√	
	Make up longer, more complex sequences, including changes of level, direction, speed		√	
	Develop their own solutions to a task by choosing a range of compositional principles		√	
	Show an awareness of factors that influence the quality of performance and suggest aspects that need improving and use this information to improve performance		√	
	In groups prepare and perform a sequence to an audience		√	
Games	Use different techniques for passing, controlling, dribbling or shooting in opposed situations	√		√
	Throw/Shoot accurately at a target	√		√
	Understand why passing into space in a game can help in attack and use this in a game	√		√
	Apply basic principles of team play to keep possession of the ball	√		√
	Use marking/tackling and/or interception to stop the ball getting to the easiest places to score	√		√
	Explore and use formations in attack deciding quickly where and when to pass	√		√
	Know what position they are playing in and contribute as part of the team in both attack and defence	√		√
	Use space, changes in speed and direction to keep possession and make progress towards an opponent's goal	√		√
	Know and play to the rules of some common games of Hi 5s Netball, Tag Rugby, Mini Football, Quicksticks Hockey, Rounders, Cricket, Tennis and volleyball	√		√
	Recognise their own and other's strengths and weaknesses and suggest ideas that will improve performance	√		√
Athletics	Vary tactics and adapt skills in response to the situation faces in the game and explain your choices		√	√
	Demonstrate good control, strength, speed and stamina in a variety of athletic events.		√	√
	Understand how to apply athletic skills and tactics in a competitive situation		√	√
	Analyse skills and suggest ways to improve quality of performance and demonstrate improvement to achieve personal best		√	√
Health	Demonstrate different techniques needed for sprinting		√	√
	Understand and describe how stamina and strength and flexibility help people perform better	√	√	
	Understand and can explain the short and long-term benefits of exercise	√	√	
	Choose a warm up appropriate to activity taking place and explain choices	√	√	√
Leadership and Team Work	Can describe and demonstrate knowledge that different foods can have on our health and identify foods that help the body when exercising			
	Show good awareness of what is going on around them and communicate to team members appropriately	√		√
	Know the role they play in a team and be an effective part of the team working in different positions to achieve the best outcome	√		√
	Support and inspire others to be the best they can be.	√	√	√
	Lead large group and whole class warm ups and small games as part of class or a festival	√	√	√

