

Age related expectation in PE

PE skills R-Y6							
	EYFS skills	Key stage 1		Lower Key stage 2		Upper key stage 2	
Curriculum area	End of Rec age related expectations.	End of Y1 age related expectations.	End of Y2 age related expectations.	End of Y3 age related expectations.	End of Y4 age related expectations.	End of Y5 age related expectations.	End of Y6 age related expectations.
Team games	Children can begin to negotiate space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.	Children can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games.	Children can confidently to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending.	Children can begin to understand tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with coordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.	Children are beginning to vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination	Children can vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination	Children can vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Dance	They represent their own ideas, thoughts and feelings through	Children can copy and explore basic movements and body patterns Remembers	Copies and explores basic movements with clear control. Varies levels and speed in	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner	Confidently improvises with a partner or on their own. Beginning to create longer dance	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a

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	<p>dance. Children can respond to music by moving their bodies in any which way that they feel appropriate and begin to experiment ways of changing their movements to different music.</p>	<p>simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli.</p>	<p>sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.</p>	<p>to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p>	<p>sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work</p>	<p>throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>	<p>strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g. using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>
Gymnastics	<p>Experiments with different ways moving. Jumps off an object and lands appropriately. Begins to travel with confidence and skill around, under, over and through balancing/climbing equipment.</p>	<p>Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength,</p>

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						performing more complex sequences.	technique and flexibility throughout performances.
Sending and striking	Children to begin to show increased control over an object through pushing, patting, throwing, catching and kicking.	Children to show accuracy and increased control over an object through pushing, patting, throwing, catching and kicking as well as developing the ability to stop an object.	Children to develop the ability to show fluency and consistency when stopping or catching a projectile such as a bean bag or ball. Children to begin to use their hands for a purpose e.g. to strike the ball imitating a racket.	Children to begin to develop the ability to show fluency and consistency when manipulating a piece of equipment e.g. a racket, bat or stick for a desired outcome. Children to begin to work effectively as a team.	Children to show an increased ability to accurately and consistently manipulate a piece of equipment e.g. a racket, bat or stick for a desired outcome such as beating a fielder. Children to begin to work effectively as a team.	Children to continue to show competency when manipulating a piece of equipment e.g. a racket, bat or stick for a desired outcome such as beating a fielder as well as using and combining different skills to pass, dribble, travel and shoot in different game-based activities.	Children to continue to show competency when manipulating a piece of equipment e.g. a racket, bat or stick for a desired outcome such as beating a fielder as well as selecting, performing and applying a combination of sending and striking skills with confidence, accuracy and consistency.
Athletics	Children begin to show co-ordination when running. Children understand that they can run at different speeds and they are in control of this. Children begin to perform simple jumps and can handle equipment to throw although this may be inaccurate.	Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. preparation for shot put and javelin Can use equipment safely	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
OAA				Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.

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Tactical understanding	Children to begin to make conscious choices for a certain purpose.	Children to be able to actively shadow a partner's movement beginning to link this to defending/marking an opponent.	Children begin to develop a range of simple tactics and combine these with their fundamental movement skills (agility, balance, co-ordination) to aid attacking/defending.	Children to choose a specific tactic/suitable strategy to 'beat' an opponent by applying previously taught skills.	Children to work effectively as part of a team to choose a specific tactic/suitable strategy to 'beat' an opponent by applying previously taught skills.	Children to develop the ability to 'man-mark' an opponent preventing them from gaining possession (defending). Children to utilise team mates, space and agility skills to begin to outwit an opponent (attacking)	Children to secure the ability to 'man mark' as well as understanding the importance to 'press' as a team (defending). Children to apply previously learnt skills in a variety of different contexts and begin to understand how their movement can create space for other teammates (attacking).
Swimming		Children to be able to move in and around water confidently and competently, exploring ways of swimming above and below the water (Swimming charter level 1)	Children to be able to move in and around water confidently and competently, exploring ways of swimming above and below the water whilst being able to swim 5 meters (aided)	Children to begin to show competency on their front and back. Children to develop the technique the 'push and glide' technique with the arms extended out in front of them (may use a float to aid)	Swims competently, confidently and proficiently over a distance of 25 meters Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Swims competently, confidently and proficiently over a distance of at least 25-50 meters Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	
Performance	Perform simple movement patterns or dances and say what they liked or enjoyed about their own work.	Perform simple movement patterns or dances and say what they liked or enjoyed about their own work and others.	Perform simple movement patterns or dances to a small audience, expressing ideas, emotions and feelings. Identify a NEXT step and talk about how they could achieve it.	Create and perform a sequence of movement patterns showing good balance, body composition and core strength. Children to be able to recognize their own areas of strength and identify a NEXT step and talk about how they could achieve it.	Create and perform a fluid sequence of movement patterns showing good balance, body composition and core strength whilst considering levels and different speeds/tempo. Children to use constructive feedback to make improvements to their performances.	Create and perform individually or with a partner/as a group with increasing confidence, accuracy and fluidity using the whole body across different levels, spaces, speeds/tempo and for a range of audiences. Children to use constructive feedback to influence future performance as well as making comparison between them.	Create and perform sequences on multiple levels to an audience with control, accuracy, fluidity and grace using all available space and their whole body expressively. Children to be able to be self-critical as well as understanding how to improve based on feedback/critique from themselves, their peers and their teacher.
Evaluation		Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work,	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.			
Healthy lifestyle		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.			