**EYFS Physical Education Yearly Objectives.**

|  |  |  |
| --- | --- | --- |
| Nursery | Reception | End of key stage expectations |
| Movements.   * Learn the basic rules of PE in the hall. * I can find a safe space for myself. * I am beginning to join in some simple games that involve stopping and starting. * I am beginning to know how to stop and start. * I am beginning to learn how to hop and stand on one leg. * I am beginning to learn how move in different ways such as running, walking and jumping.   Rolling.   * I can follow an instruction to roll a large ball independently * I am beginning to roll a large ball to a partner. * I am beginning to join in with ball games.   Kicking   * I can follow an instruction to kick a large ball independently * I can follow an instruction to retrieve a large ball that I have kicked independently   Dance.   * I enjoy moving my body to music * I am beginning to move my body to the tempo of the music. For example (slowly to slow music and fast to fast music) * As I move around to music I also use my arms * I can move up and down towards music   As I am dancing around the room I am trying to not bump into others | Movements.   * I am able to listen and follow a 2-step instruction in the PE lesson * I ensure that I find a safe space and I will find a new one if necessary * I know how to stop and start at the direction of my teacher * I consistently join in with whole-class games which are based on stopping, starting, changing direction and movements and enjoy playing them * I am beginning to travel safely around the room in a range of different ways such as running, walking & hopping   Ball Skills  Throwing and Catching.   * I am able to use different sized balls to throw with. * I am beginning to learn how to throw a ball showing some control. * I am beginning to know that there are different ways to throw * I can work alongside another child/take turns to throw and catch a ball.   Kicking.   * I am able to kick different sized balls * I show increasing control when kicking a ball * I am beginning to work alongside a partner to kick an ball on one-another. * I try to aim the ball towards a target.   Gymnastics.   * I am learning how to use equipment safely * I can move in different ways along a mat * I know that if I use arms it helps me balance * I can walk along a bench using my arms to help me balance * I am learning how to jump correctly (with bent knees) * I can safely jump off a bench using bent knees * I think of ways to move along a bench, for example I can slither along the bench or shuffle along the bench * I am willing to model to my peers my movement ideas * I can copy a movement that my teacher shows me * I am beginning to follow a two-step sequence such as sliding along the bench and then jump off safely | **End of Nursery Expectations (Observational Development Check Points).**  Children will be able to skip, hop, stand on one leg.  Start to take part in some group activities.  Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  **End of Reception Expectations (Observational Development Check Points).**  Will be progressing towards a more fluent style of moving, with developing control and grace.  Will be developing the overall body strength, co-ordination, balance and agility. These are needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Will be developing their overall body-strength, balance, co-ordination and agility.  Will be developing a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Will be developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. |

KS1

**Dance**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
| Copy dance moves.  Make up a short dance, after watching one.  Dance imaginatively.  Change rhythm, speed, level and direction.  Beginning to link movements to sounds and music.  Beginning to understand that dance moves and music can represent various feelings and moods.  Beginning to express and communicate their ideas and some feelings.  Copies dance patterns to music from different times and cultures. | Change rhythm, speed, level and direction with consistency.  Dance with control and co-ordination. Make a sequence by linking sections together.  Link some movement to show a mood or feeling.  Uses some of their own ideas to respond to stimuli.  Confidently expresses and communicates their ideas and feelings.  Beginning to create and perform dances using simple movement patterns from different cultures and times. | Children should be taught to perform dances using simple movement patterns.  Use movement imaginatively, responding to stimuli, including music and performing basic skills.  Change rhythm, speed, level and direction of their movements  Create and perform dances using simple movement patterns, including those from different times and cultures.  Express and communicate ideas and feelings. |

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
| Perform pair/group dance involving canon & unison, meet & part.  Respond to music in time & rhythm to show like/unlike actions.  Respond to music to express a variety of moods & feelings.  Beginning to show good control, flexibility, strength and technique.  Is beginning to balance during their performances.  Creates simple dance routines using a range of patterns from different times and cultures.  Beginning to evaluate their own performance to reach their personal best.  Beginning to use some simple dance vocabulary to compare and improve their routine. | Respond imaginatively to stimuli related to character/music/story.  Perform clear & fluent dances that show sensitivity to idea/stimuli.  Make up dance within a small group and is beginning to work co-operatively within the group  Show good control, flexibility, strength and technique when performing.  Gaining more confidence when analyse their performance.  Creates simple dance routines using a range of patterns from different times and cultures and places.  Beginning to modify and improve their performance.  Uses more detailed vocabulary to compare and improve their routine. | Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with characteristics of different styles/eras.  Adapt & refine(in pair/group), dances that vary direction, space & rhythm.  Beginning to dance and work alongside a larger group of children.  Beginning to exaggerate dance movements.  Beginning to show a change of pace and timing in their movements.  Uses the space provided to their maximum potential.  Uses more complex dance vocabulary to compare and improve work.  Is able to work constructively in a group. | Create & perform dances in a variety of styles consistently.  Be aware of & use musical structure, rhythm & mood & can dance accordingly.  Use appropriate criteria & terminology to evaluate performances.  Demonstrates consistent precision when performing dance sequences.  Is able to show a change of pace and timing when performing.  Work confidently and constructively in a larger group  Understand and remembers their role and movements within a large dance group.  Evaluates their own performance constructively and uses their evaluation to modify their work to maximise their potential and improve their sequence.  Evaluates peers performances and give constructive feedback to help them reach their potential and improve sequences.  Creates intricate dance routines using a range of patterns from different times and cultures and places. | Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.  Respond to a range of stimuli and accompaniment.  Through dance, develop flexibility, strength, technique, control and balance.  Perform dances using a range of movement patterns. |

KS1

**Gymnastics**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
| Make body tense, relaxed, curled and stretched, showing some tension.  Begin to work on alone/with someone to make a sequence of shapes/travels  creating a 2 step sequence.  Climb safely, showing some shapes and balances when climbing.  Keep balance travelling in a range of ways along bench, spots, mat etc Roll in stretched/curled positions e.g. ‘log’ and ‘egg rolls’ Jump and land safely.  Learning how to travel in different ways combining floor movements and movements on simple apparatus.  Shows some basic balancing skills when on the floor and the equipment.  Is beginning to learn how to balance with partner. | Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (sometimes giving advice to others).  Be still on single/two + points of contact on floor/apparatus showing tension & control.  Link known shape/travel/roll/jump to a balance using floor & on apparatus Jump/land with control using different body shapes in flight.  Is able to show good control when balancing on the floor and on the equipment.  Beginning to work alongside a partner.  Is able to balance with a partner. | Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. |

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
| Use a greater number of own ideas for movement in response to a task.  Combine arm actions with skips/leaps/steps/jumps & spins in travel.  Perform basic core gymnastic skills i.e. roll, balance, travel Know principles of balance and apply them on floor & apparatus.  Composes and performs a sequence with a partner  Matches balances with a partner.  Beginning to evaluate their performances to reach their full potential.  Describe their own techniques and sequences using simple gym vocabulary. | Share ideas and give positive criticism/advice to self & others.  Create & perform matching/mirroring sequences explaining how it could be improved Perform at least 3 different rolls (shoulder, forward, back) with some control Link a roll with travel and balance using floor and apparatus with good body control.  Beginning to include a change of direction in a simple sequence.  Beginning to develop strength, technique and flexibility throughout performances.  Beginning to develop fluency and expression whilst performing techniques.  Describe technique using intricate gym vocabulary. | Combine own work with that of others, identifying strengths & weaknesses.  Include change of speed, direction and shape in movements.  Follow a set of ‘rules’ to produce a sequence, possibly made by peers..  Create/mirror/matching/cannon ( pair) sequence varying dynamics/levels/direction etc.  Beginning to compose extended and more complex sequences.  Apply combined skills appropriately, showing precision, control and fluency.  Beginning to perform to small audiences. | Select a suitable routine to perform to different audiences, bearing in mind who the audience is.  Transfer sequence above onto suitably arranged apparatus & floor.  Perform 6-8 part floor sequence as individual, pair & small group.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.  Demonstrate 3 paired or group balances in sequence using various skills/actions.  Begin to record their peers’ performances and evaluate these constructively as a team.  Shows willingness and confidence to perform to different audiences. | Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics. |

KS1

**Athletics**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
| Use varying speeds when running. Explore footwork patterns.  Explore arm mobility.  Explore different methods of throwing. Practise short distance running. | Run with agility and confidence.  Learn the best jumping techniques for distance.  Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style.  Run for distance.  Complete an obstacle course with control and agility. | Continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Enjoy communicating, collaborating their own success.  Use running, jumping, throwing and catching in isolation and in combination. |

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
| Run in different directions and at different speeds, using a good technique.  Improve throwing technique.  Reinforce jumping techniques. Understand the relay and passing the baton.  Choose and understand appropriate running techniques.  Use one and two feet to take off and to land with  Beginning to show effective take-off for the standing long jump.  Land safely and with good control.  Can use equipment safely and with good control.  Take part in relay remembering when to run and what to do.  Compete in a mini competition, beginning to record scores. | Select and maintain a running pace for different distances. Practise throwing with power and accuracy.  Throw safely.  Demonstrate a running technique in a competitive situation.  Explore different footwork patterns.  Investigate which technique is most effective when jumping for distance.  Utilise all the skills learned in this unit in a competitive situation.  Beginning to join in with relay runs and work as a team.  Beginning to combine running and jumping.  Shows good control when landing from jumps.  Can use equipment safely.  Beginning to describe performance using some terminology.  Beginning to show stamina, competiveness and willingness to compete in a competition against others. | Use correct technique to run at speed.  Develop the ability to run for distance.  Throw with accuracy and power.  Identify and apply techniques of relay running.  Work co-operatively with others in relay runs to excel performance as a team.  Explore different footwork patterns.  Understand which technique is most effective when jumping for distance.  Learn how to use skills to improve the distance of a pull throw.  Demonstrate good techniques in a competitive situation.  Beginning to compare their performances with previous ones and demonstrate some improvement to achieve their personal best.  Beginning to record peers performances, and evaluate these.  Beginning to give feedback to others which will enhance their performance and technique.  Demonstrates accuracy and confidence in throwing and catching activities and hits targets with increased accuracy.  Beginning to describe performance using correct terminology.  Shows increasing stamina and competiveness in events. | Investigate running styles and changes of speed.  Practise throwing with power and accuracy.  Throw safely and with understanding.  Demonstrate good running technique in a competitive situation.  Refine different footwork patterns.  Understand which technique is most effective when jumping for distance.  Utilise all the skills learned in this unit and further develop in a competitive situation.  Beginning to compare their performances with previous ones and demonstrate consistent improvement to achieve their personal best.  Demonstrate profound accuracy when throwing and catching and is able to hit targets precisely.  Shows increasing strength and fluency when performing running and jumping techniques.  Shows willingness to take competitive games with a strong understanding of tactics and composition and know how these affect their performance.  Model to others better techniques to help them to develop their performance. | Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Enjoy communicating, collaborating and competing with each other and evaluate their own success.  Use running, jumping, throwing and catching in isolation and in combination. |

**Netball**

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
|  |  |  | Know which pass is best to use and when in a game.  Use a range of square & straight passes to change direction of the ball.  Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team.  Position body to defend effectively, making successful interceptions.  Apply tactics to outwit opponents successfully.  Identify ways to improve their individual and team performance.  Has a good knowledge of positions and follows the rules for their particular position.  Shows willingness to take competitive games with a strong understanding of tactics and know how these affect their performance.  Model to others better techniques to help them to develop their performance.  Evaluate and adapt performance where necessary to compete at their personal best. | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

KS1

**Football**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
| Begin to dribble a ball making small touches.  Begin to send a football to someone on team.  Keep a ball under control.  Beginning to develop some hand-eye coordination, control and technique when participating in football games.  Receives a ball with basic control  Know where space is and try to move into it.  Begin to know some of the basic rules of a small sided game. |  | Participate in team games, developing simple tactics for attacking and defending. |

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
|  | Dribble with small touches into space.  Send a football to someone on the team, using different parts of foot.  Keep a ball under control when receiving a range of passes from team.  Understand where the space is and can move into it.  Mark another player and begin to attempt interceptions.  Play small sided competitive games.  Beginning to pass the ball with increasing speed, accuracy and success in a game situation. |  |  | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

KS1

**Hockey**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
|  | Begin to show how to hold a hockey stick and which side to use.  Use a simple push pass to another team mate.  Dribble the ball keeping it close to me using the correct side of stick.  Show some signs of an approaching a player to tackle and cause pressure.  Begin to attempt to score a goal from anywhere.  Play small sided competitive games.  Understand the importance of rules in games and follows these the majority of the time.  Beginning to recognise when a rule has been broken in a game.  Shows increasing control, hand eye co-ordination and technique.  Develop strong spatial awareness and is learning how to move around team mates successfully. | Participate in team games, developing simple tactics for attacking and defending. |

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
|  | Sometimes change direction of travel by rotating and turning stick to support this.  Use a push pass to make a direct pass.  Begin to use a slap pass (bringing stick back and causing more power).  Use speed to dribble the ball into space.  Maintain defence and keep the pressure until possession is gained.  Attempt to score inside a designated scoring area.  Play small sided competitive games.  Takes part in competitive games with a good understanding of tactics and composition.  Shows confidence in using ball skills in various ways, and can link these together for example, dribble and then shoot. |  |  | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

KS1

**Striking and fielding**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
| Show some different ways of hitting, throwing and striking a ball.  Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).  Play as a fielder and get the ball back to a STOP ZONE.  Begin to follow some simple rules (carrying the bat, not over taking someone). |  | Participate in team games, developing simple tactics for attacking and defending. |

KS2

**Cricket**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
| Throw and catch under pressure.  Use fielding skills to stop the ball effectively.  Be aware of space and use it to support team-mates and to cause problems for the opposition.  Know and uses rules fairly most of the time  Adopts the correct stance for batting in a game of cricket.  Beginning to understand their position in a game of cricket for example, bats man  Learn batting control. Learn the role of wicket keeper.  Play in a tournament and work as team, using tactics in order to beat another team.  Play in a tournament and work as team, using tactics in order to beat another team.  Know when to use an underarm or overarm throw. | Understands their position in a game of cricket for example, bats man.  Know and uses rules fairly all the time.  To develop the range of cricket skills they can apply in a competitive context.  To choose and use a range of simple tactics in isolation and in a game context.  To consolidate existing skills and apply with consistency.  To develop fielding skills e.g. which stump, where to hit. |  |  | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

KS1

**Rounders**

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
|  | Develop the range of rounders skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and in a game context.  Identify different positions in rounders and the roles of those positions.  Understands their position in a competitive game.  Follows the game rules the majority of the time.  Plays competitively in a game. |  | Apply consistently rounders rules in conditioned games  Play small sided games using standard rounders pitch layout.  Use a range of tactics for attacking and defending in role of bowler, batter and fielder.  I can work as a team and construct an attacking and defending plan.  I can lead others in a competitive game.  I can clearly evaluate mine and my team. mates performances.  I can modify my performance constructively to reach my potential. | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

KS1

**Basketball**

|  |  |  |
| --- | --- | --- |
| Year 1 | Year 2 | End of Key Stage expectations |
|  | Introduce dribbling; keeping control. Introduce passing and receiving. Combine dribbling and passing to create space.  Develop passing, receiving and dribbling Introduce shooting.  Understand the importance of rules in games and is beginning to follow the rules.  Beginning to recognise when a rule has been broken in a game.  Shows some control, hand eye co-ordination and technique when handling the ball.  Plays alongside others showing some competiveness in games. | Children should be taught to perform dances using simple movement patterns.  Use movement imaginatively, responding to stimuli, including music and performing basic skills  Change rhythm, speed, level and direction of their movements  Create and perform dances using simple movement patterns, including those from different times and cultures  Express and communicate ideas and feelings |

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
|  |  | Recap and refine dribbling and passing to create attacking opportunities.  Develop marking.  Refine shooting.  Refine attacking skills, passing, dribbling and shooting introduce officiating.  Beginning to work as a team and construct an attacking and defending plan.  Gain possession by working in a team and pass in different ways.  Can work as a team and follow the majority of the rules for my position in a competitive game.  I am beginning to evaluate mine and my team mates performances.  Is beginning to modify their own performance constructively to reach their potential. |  | Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending |

KS1

**Benchball**

KS2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | End of key stage expectation |
| To be able to perform basic benchball skills such as passing and catching using recognised throws.  To use space efficiently to build attacking play.  To implement the basic rules of benchball. |  | To be able to use specific benchball skills in games for example confidently: dodging, bounce pass and previously learnt skills.  To begin to play efficiently in different positions.  To increase power and strength of passes, moving the ball over longer distances.  Can work as a team and follow the majority of the rules for my position in a competitive game.  I am beginning to evaluate mine and my team mates performances.  Is beginning to modify their own performance constructively to reach their potential. |  | Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.  Respond to a range of stimuli and accompaniment  Through dance, develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns. |

**Swimming**

|  |  |  |
| --- | --- | --- |
| Year 4 | Year 5 | End of year |
| To develop basic pool safety skills and confidence in water.  To develop travel in vertical or horizontal position and introduce floats.  To develop push and glides, any kick action on front and back with or without support aids.  To develop entry and exit, travel further, float and submerge.  To develop balance, link activities and travel further on whole stroke.  To begin to show breath control.  Introduction to deeper water.  Beginning to show co-ordination when swimming.  Beginning to tread water.  Beginning to be confident in the water.  Beginning to swim the length of a 25m pool. | To develop basic pool safety skills and confidence in water.  To travel in vertical or horizontal position and introduce floats.  To push and glides, any kick action on front and back with or without support aids.  To be able to enter and exit, travel further, float and submerge.  To balance, link activities and travel further on whole stroke.  To show breath control.  Cope with deeper water.  Treading water in deeper water as well as shallow.  Confident when jumping into the pool.  I can swim the length of a 25m pool.  Is able to swim in a range of strokes such as front crawl, backstroke and breast stroke. | Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.  To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)  Perform safe self-rescue in different water-based situations. |