

Year Three PE Objectives

National Curriculum Objectives

Pupils should be taught to:

- use running, jumping, catching and throwing in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Skills Development and Breadth of study

Games activities (Outdoor)

Autumn 1 Term – Ball Skills (passing/receiving)

- Accurately pass and receive a range of balls in different ways with hands (chest pass, bounce pass, shoulder pass).

Autumn 2 Term – Creative Games Making

- Work co-operatively and creatively in a group of specified numbers to achieve a given objective using a limited choice of equipment.

Spring 1 Term – Net/Wall Games

- Strike a ball with reasonable control and accuracy at a target or over a net

Spring 2 Term – Striking/Fielding Games

- understand and demonstrate the roles of a bowler, striker, fielder, backstop

Athletic activities (Outdoor Sum. 1 and Sum. 2)

- demonstrate the five basic jumps on their own, eg a series of hops, and in combination, eg hop, one-two, two-two, showing control at take-off landing
- run continuously for about one minute and, when required, show the difference between running at speed and jogging
- throw with increasing accuracy and coordination into targets set at different distances
- demonstrate a range of throwing actions using a variety of games equipment

Gymnastic activities (Indoor Aut. 2 and Spr. 2)

- travel showing a range of stretched and curled shapes and join together two or more contrasting actions.
- demonstrate stretched and curled balance on different body parts showing an understanding of high, medium and low positions.

Dance activities (Indoor Aut. 1 and Spr. 1 Term)

- respond imaginatively to a simple focused stimuli
- create dance phrases which they can remember and repeat

Key Skills

Games

- I can use the words opponent and team-mates when playing games.
- I can use a range of simple tactics in games.
- I know and use rules fairly to keep games going.
- I keep possession when using equipment not used for throwing or catching.
- I can describe what is successful or needs practice.
- I set up games, adapt and refine rules.

Gymnastics

- I can describe what my body feels like during gymnastic activity.
- I perform actions, balances, body shapes and agilities with control.
- I plan, perform and repeat sequences that include changes of speed and level, with clear shapes and quality of movement.
- I recognise how to improve.

Dance

- I improvise freely, making ideas into movement.
- I create dances that communicate ideas, sometimes alone, sometimes in groups.
- I refine my movements, taking into account any accompaniment.
- I perform dances clearly and fluently.
- I understand the importance of warming up and cooling down.
- I talk about the expressive qualities of dance. I suggest improvements to my own and other people's dances.

Athletics

- I demonstrate the difference between sprinting and running for sustained periods.
- I demonstrate a range of throwing techniques.
- I perform a range of jumps with a consistent technique, sometimes using a short run-up.
- I warm up properly.

Year Four PE Objectives

National Curriculum Objectives

Pupils should be taught to:

- use running, jumping, catching and throwing in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations.

Skills Development and Breadth of Study

Games activities (Outdoor)

Autumn 1 Term – Net/Wall Games

- Throw or strike a ball over a range of high, low and ground level barriers to show variations in levels, speeds and directions.

Autumn 2 Term – Problem Solving and Inventing

Games (Invasion Focus)

- Negotiate, plan and make collective decisions on the nature shape and construction of the game.

Spring 1 Term – Invasion Games

- Understand how to dodge, mark, signal for the ball and intercept

Spring 2 Term – Striking/Fielding Games

- Know and use different ways of sending into and fielding from different directions

Athletic activities (Outdoor Sum. 1 & Summ. 2)

- run consistently and smoothly at different speeds
- demonstrate different combinations of jumps, showing control, coordination and consistency
- throw a range of implements into a target area with consistency and accuracy

Gymnastic activities (Indoor Aut 1 & Summ2)

- show a variety of travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight.
- Move smoothly into and from a balance and link balances with travelling and rolling actions.

Dance activities (Indoor Aut 2 and Summ 1)

- Demonstrate and perform movement patterns on their own and with a partner
- Understand and demonstrate follow-my-leader and mirroring actions

Key Skills

Games

- I throw, catch, strike, field and stop a ball with control and accuracy.
- I choose the appropriate tactics and skills to work alone or with my team mates and cause a problem for the opposition.
- I use different techniques to pass, dribble and shoot in ball games.
- I can strike a bowled ball, practising forehand and backhand.
- I warm up and cool down
- I evaluate and improve my work.

Gymnastics

- I adapt my movement to include a partner in a sequence.
- I understand and suppleness can be improved.
- I can lead a partner through a short warm-up routine.
- I create complex sequences that include changes of direction, level and speed.
- I combine and perform gymnastic actions, shapes and balances.
- I show clarity, fluency, accuracy and consistency in my movement.
- I know how to improve my performance.
- I can say why activity is good for health, fitness and well-being.

Dance

- I perform to an accompaniment expressively
- I work creatively and imaginatively alone or with a partner to compose simple dances.
- I perform dances fluently and with control.
- I use appropriate words to improve my own and others work.

Athletics

- I throw with accuracy and power into a target area.
- I show accuracy and good techniques when throwing for distance.
- I know how stamina and power help me to perform well.
- I show control at take-off in jumping activities.

Year Five PE Objectives

National Curriculum Objectives

Pupils should be taught to:

□ use running, jumping, catching and throwing in isolation and in combination

□ 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

□ develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics

□ perform dances using a range of movement patterns

□ take part in outdoor and adventurous activity challenges both individually and within a team

□ compare their performances with previous ones to achieve their personal best.

□ swim competently, confidently and proficiently over a distance of at least 25 metres

□ use a range of strokes effectively such as front crawl, backstroke and breaststroke

□ perform safe self-rescue in

Skills Development and breadth of study

Games activities (Outdoor)

Autumn 1 Term – Net/Wall Games

- Play shots on both sides of the body and from above the head with reasonable control

Autumn 2 Term – Invasion and Target (ball handling games)

- Demonstrate a range of skills, using one hand or two hands, for passing and receiving; carry, bounce and dribble the ball in a controlled manner while moving

Spring 1 Term – Invasion Games (implement and kicking)

- Find and use space to help their team and use a variety of tactics to keep the ball eg changing speed and direction

Spring 2 Term – Striking/Fielding Games

- Strike and throw the ball with reasonable accuracy and consistency

Athletic activities (Outdoor Summer 1 and Summer 2 Term)

- run consistently and smoothly at different speeds
- demonstrate different combinations of jumps, showing control, coordination and consistency
- throw a range of implements into a target area with consistency and accuracy

Gymnastic activities (Indoor Spring 1 and Summer 1 Term)

- Revise and practise the five basic jumps and explore the different shapes possible from different take off positions.
- Develop a sequence showing two different jumps, two different rolls and a travelling and balancing movement.

Key Skills

Games

- I work collaboratively as part of a team to keep and gain possession of a ball and take it towards to opposition's goal.
- I use a range of fielding skills.
- I use tactics and follow rules when planning my approach to attacking and defending.
- I recognise weaknesses and suggest improvements.

Gymnastics

- In small groups, I prepare a sequence to be performed to an audience.
- I practise and perform, with control and accuracy, a range of actions and balances needed for sequences.
- I link actions and balances together so that they flow, using different compositional ideas.
- I adapt actions and balances so that they can be performed in a sequence.
- I use criteria to judge the quality of actions, compositions and sequences, picking out the main strengths and using appropriate language.

Dance

- I remember, refine and repeat short dances with a sense of style and artistic intention.
- I show an awareness of musical structure, rhythm, mood and phrasing.
- I identify strengths and weaknesses in my own and other's work.
- I suggest ways to improve work using appropriate dance vocabulary.

Athletics

- I choose the best pace for a running event, so that I can keep going and improve my personal target.
- I organise and manage an athletic event well.

different water-based situations.

Dance activities (Indoor Spring 2 and Summer 2 Term)

- Demonstrate the ability to translate abstract images into movement
- Perform with clear dynamics and precise footwork

Swimming activities and water safety (Indoor Autumn 1 and Autumn 2)

- Jump in water straight jump
- Jump in water tuck jump
- Jump in water straddle jump
- Straddle entry - push & glide - forward somersault
- Straddle entry - tread water for 2 min

- I identify good athletic performance and say why.
- I know the rules.
- I show good control, speed, strength and stamina when running, jumping and throwing.

Swimming

- I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds
- I use three different strokes, swimming on my front and back
- I swim confidently and fluently on the surface and under water
- I work well in groups to solve problems in personal survival
- I recognise how swimming affects my body
- I know how to improve my performance and I use appropriate words to explain this.
- I can swim further than 100 metres
- I swim fluently and confidently for over 90 seconds
- I use all three strokes with control
- I swim short distances using butterfly
- I breathe so that the pattern of my swimming is not interrupted
- I perform a wide range of personal survival techniques confidently
- I pace myself well to meet challenges
- I describe good swimming technique and show and explain it to others.

Year Six PE Objectives

National Curriculum Objectives

Pupils should be taught to:

□ use running, jumping, catching and throwing in isolation and in combination

□ 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

□ develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics

□ perform dances using a range of movement patterns

□ take part in outdoor and adventurous activity challenges both individually and within a team

□ compare their performances with previous ones to achieve their personal best.

□ swim competently, confidently and proficiently over a distance of at least 25 metres

□ use a range of strokes effectively such as front crawl, backstroke and breaststroke

□ perform safe self-rescue in different water-based situations.

Skills Development and Breadth of study

Autumn 1 Term - Invasion Games (implement and kicking)

- Know and understand the positions they play and identify and show specific attacking and defending skills

Autumn 2 Term - Net/Wall Games

- Play a variety of shots with intent when striking the ball after one bounce or on the volley

Spring 1 Term - Striking/Fielding Games

- Know understand and show the correct striking stance and direct the ball away from the fielders using different angles and speeds.

Spring 2 Term - Invasion Games (ball handling)

- Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when playing in ball-handling invasion games.

Athletic activities (Outdoor Summ 1 & Summ 2)

- sustain their pace over longer distances, eg sprint for seven seconds, run for one or two minutes
- throw with greater control, accuracy and efficiency
- perform a range of jumps showing power, control and consistency at both take-off and landing

Gymnastic activities (Indoor Aut1 and Spring 1 and Summer 1 Term)

- link together three combined balances with a partner using canon and synchronisation
- develop counter tension in two's to show matching, mirroring and contrasting shapes, different levels, and pulling with different body parts.

Dance activities (Indoor Aut 2 and Spr 2 and Sum 2 Term)

- perform the HAKA accurately as taught
- perform with appropriate dynamics to suit the meaning of the idea
- use a range of compositional devices; motif development, repetition and group organisation
- perform with expression - understand and demonstrate the intention of the dance.

Key Skills

Games

- I choose and use combinations of skills confidence, accuracy and consistent quality in most of the games I play.
- I use forehand and backhand shots well.
- I use the volley in games where it is important.
- I warm up properly.

Gymnastics

- I practise and perform, with control and accuracy, a range of actions and balances needed for sequences.
- I link actions and balances together so that they flow, using different compositional ideas.
- I adapt actions and balances so that they can be performed in a sequence.
- I use criteria to judge the quality of actions, compositions and sequences, picking out the main strengths and using appropriate language.
- I improve my work.

Dance

- I remember, refine and repeat short dances with a sense of style and artistic intention.
- I show an awareness of musical structure, rhythm, mood and phrasing.
- I identify strengths and weaknesses in my own and other's work.
- I suggest ways to improve work using appropriate dance vocabulary.

Athletics

- I adapt my skills and techniques to different challenges and equipment.
- I use good technique and pace my efforts well.
- I identify activities that develop stamina and power, and suggest how some can be used when warming up.
- I can pick out the important features of a performance and suggest improvements.

