



Kingskerswell Church of England Primary School

PE AGE RELATED EXPECTATIONS

PE EYFS
<p>3 & 4 year olds will be learning to:</p> <ul style="list-style-type: none"> ➤ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ➤ Go up steps and stairs, or climb up apparatus, using alternate feet. ➤ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ➤ Use large-muscle movements to wave flags and streamers, paint and make marks. ➤ Start taking part in some group activities which they make up for themselves, or in teams. ➤ Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ➤ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ➤ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ➤ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ➤ Use one-handed tools and equipment, for example, making snips in paper with scissors. ➤ Use a comfortable grip with good control when holding pens and pencils. ➤ Show a preference for a dominant hand. ➤ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<p>Early Learning Goals</p> <p>Physical Development- Gross Motor Skills</p> <ul style="list-style-type: none"> ➤ Negotiate space and obstacles safely, with consideration for themselves and others. ➤ Demonstrate strength, balance and coordination when playing. ➤ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development- Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

PE YEAR 1

- I can perform some simple moves.
- I can make up a short sequence.
- I can use space in different ways.
- I can show control and coordination when travelling and balancing.
- I can make my body feel tense, relaxed, stretched and curled.
- I can move at different speeds e.g. running, jumping.
- I can send a ball in the direction of another person in different ways e.g. by hand, foot, racket.
- I can stop, and sometimes catch, a ball or an object.
- I can move into spaces with control and care.
- I can describe how my body feels during exercise, understanding that a change has occurred.

PE YEAR 2

- I can perform most simple actions with control and coordination.
- I can make a sequence by linking ideas from a stimulus into movement.
- I can plan and perform a sequence of movements.
- I can show contrasts in shape.
- I can change speed and direction whilst running (agility).
- I can use hitting, kicking, throwing and/or rolling in a game.
- I can understand and use simple tactics for attacking and defending.
- I can follow rules.
- I can describe how the body works and feels during exercise; understanding that exercise is important.
- I can reflect on what other people have done

PE YEAR 3
<ul style="list-style-type: none"> ➤ I can repeat, remember and perform sequences. ➤ I can improvise freely and translate ideas from a stimulus into movement. ➤ I can perform most basic actions and movement with coordination, control and variety. ➤ I can adapt sequences to suit different types of apparatus and criteria. ➤ I can use hitting, kicking, throwing and catching in a game, with control, whilst moving. ➤ I can play an active part in conditioned games understanding and using simple tactics. ➤ I am beginning to understand why I am performing well. ➤ I know rules and I can apply them fairly. ➤ I can understand why warming up and cooling down is important.

PE YEAR 4
<ul style="list-style-type: none"> ➤ Sometimes alone, with a partner or small group, I can create a short dance piece that communicates a simple idea. ➤ I can perform clearly and fluently. ➤ I can work in a controlled way. ➤ I can plan, perform and repeat short sequences that include changes of speed and level, with clear shapes and quality of movement. ➤ I can accurately use hitting, kicking, throwing and catching in a game, with control, whilst moving. ➤ I can vary tactics such as use of space, pass and move and adapt skills within a game. ➤ I am beginning to have an influence on games by working collaboratively to keep or gain possession. ➤ I can work as part of a team to create simple activities/games. ➤ I can suggest improvement to my and others performance. ➤ I can recognise that different tasks make my body work in different ways.

PE YEAR 5
<ul style="list-style-type: none"> ➤ I can perform to an accompaniment expressively. ➤ I can show clarity, fluency, accuracy and consistency. ➤ I can independently combine and perform actions, shapes and balances. ➤ I can create more complex sequences that demonstrate control, agility and flexibility. ➤ I am beginning to consistently select the right shots or tactics to be successful in a game. ➤ I can use a variety of techniques to pass, dribble, shoot and hit. ➤ I am able to say why activity is good for health, fitness and well-being. ➤ I can warm up independently. ➤ I can use appropriate words when evaluating and improving own and others' work.

PE
YEAR 6

- I can remember, refine and repeat sequences with a sense of style and artistic intention.
- I can constantly choose and develop a range of movement patterns.
- I can practise and perform, with control and accuracy, a range of actions and balances in sequences.
- I can link actions and balances together so that they flow, using different compositional ideas.
- I can consistently select the right shots or tactics to be successful in a game.
- I can choose and use combinations of skills with confidence, accuracy and consistency in most games.
- I can demonstrate higher levels of strength, stamina and fluidity of movement in a variety of activities.
- I can consistently identify strengths and weaknesses in own and others' work, occasionally leading activities.
- I can help others to improve performance through demonstration and using appropriate words or tips.
- I can swim at least 25m and use a range of strokes effectively.
- I can warm up independently and effectively.

