Holy Cross Catholic Primary School

Physical Education End of Year Expectations

We care, we share, we value.

	Games	Athletics	Sending and Striking	Gymnastics	Dance	Outdoor Adventurous Activities	Swimming
EYFS							
Year 1	Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction	Pat, throw, kick, stop and sometimes catch a ball	Show control and coordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance.)	Create simple movement patterns, showing awareness of rhythm.	Follow a simple route around the school grounds or a given outdoor space.	By the end of key stage 2 children should have been taught to:
Year 2	Pass a ball, bean bag or tag in a team game, working collaboratively.	Run a short distance with coordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Stop or catch a projectile, such as a bean bag, or ball, and hit with a bat or racket	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.	Perform movements to express ideas, emotions or feelings and repeat dance phrases	Move over, under and though spaces and obstacles outdoors.	*-Swim competently, confidently and proficiently over a distance of atheist 25 metres*
Year 3	Create their own games, adapting rules and displaying knowledge of warm ups and cool downs.	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups	Keep control of ball-based equipment (e.g. a hockey stick), working effectively as part of a team.	Vary height and speed in a sequence of gymnastic movements.	Compare, develop and adapt movements and motifs to create movement patterns	Work effectively as a team to safely navigate to familiar places, solving problems and evaluating their performance.	*- Use a range of strokes effectively e.g. front crawl, backstroke.*
Year 4	Follow rules and play more challenging team games, such as rounders, hockey, non-stop cricket and team-tag	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting	Throw, catch, strike, and field a ball with control and accuracy.	Combine movements, actions and balances individually or collaboratively, to create a fluid routine	Improvise and move with precision, control and fluency in response to a range of stimuli.	Respond positively to increased challenges and other team members, showing ability to listen to feedback.	*- Perform safe self-rescue in different water-based situations*

Year 5	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.	nderstand how power and stamina is developed and how it improves performance	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	Plan routes and orientate a maps, responding positively to increasing challenges, listening to feedback and evaluating their role
Year 6	Use and adapt tactics, choosing the most effective ones for different situations.	Demonstrate a high level of control, speed and stamina when running, jumping and throwing and suggest ways to improve their performance.	Select and perform combinations of sending and striking skills with confidence, accuracy and	Combine and perform gymnastic actions, using whole body, adapting movements and balances to a routine so that they fit into a	Move in time to music, creating movements that express the meaning and mood of the piece.	Lead groups in problem solving, analysing their own effectiveness as a team leader.