

Physical Education Age Related Expectations

2014 National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

develop competence to excel in a broad range of physical activities
are physically active for sustained periods of time
engage in competitive sports and activities
lead healthy, active lives.

Key stage 1

Pupils should develop **fundamental movement skills**, become increasingly **competent and confident** and access a broad range of opportunities to extend their **agility, balance and coordination**, individually and with others. They should be able to engage in **competitive** (both against self and against others) and **co-operative** physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

	By the end of year 1 children should be able to:	By the end of year 2 children should be able to:
Generic	<ul style="list-style-type: none"> ➤ Describe how their body works when being physically active (recognise when heart rate, temperature and breathing rate have changed). ➤ Show good level of fitness to be able to engage fully in PE lessons and in every day actions around school. ➤ Be physically active in contexts beyond the PE lesson. ➤ Describe how the body is moving and the quality of movement ➤ Explore simple movements and begin to choose which movements can be successfully applied in different contexts ➤ Find and use space safely ➤ Be aware of others using the same space ➤ Move with confidence showing basic control and coordination when travelling ➤ Cooperate with other children when using equipment, sharing space, solving problems and performing in pairs ➤ Compete against personal best score, the success criteria, a time limit or others 	<ul style="list-style-type: none"> ➤ recognise and describe how they feel during and after exercise ➤ describe how the different activities affect their body ➤ know why it is important to be active and demonstrate this in PE lessons and around the school ➤ show the ability to sustain their movements over an extended period of time ➤ participate in a number of physical activities beyond their PE lessons ➤ describe what they and others have done ➤ say why they think their actions are being performed well and suggest ways they could improve their work ➤ work cooperatively with a partner and in a small group to improve their skills ➤ compete against personal best score, the success criteria, a time limit or others – know how to behave when successful and when you don't win
Gymnastics	<ul style="list-style-type: none"> ➤ Remember and repeat actions showing accuracy and consistency when performing ➤ Show a variety of rolling actions showing definition of body shape eg. Pencil roll, one leg leading, hedgehogs, dish and hollow. ➤ Show a variety of jumping actions eg. Leap, hop, hopscotch, two footed jump ➤ Travel eg. On feet, on hands and feet, sliding on various body parts. ➤ Show a variety of balances eg. On large and small body parts, showing stillness and control ➤ Climb/hang/swing eg. Using various pieces of apparatus and show increasing control and coordination ➤ Demonstrate the basic body shapes (wide, curled, long and twisted) ➤ Choose and link actions (from a small range) ➤ Carry, use and place apparatus safely, with guidance 	<ul style="list-style-type: none"> ➤ plan and repeat simple sequences of actions ➤ show contrasts in shape ➤ perform the basic gymnastic actions with coordination, control and variety ➤ use different speeds, levels, directions and pathways.

Dance	<ul style="list-style-type: none"> ➤ Show some sense of dynamic, expressive and rhythmic qualities ➤ Choose appropriate movements to communicate a mood, idea or feeling ➤ Remember and repeat short dance phrases and simple dances ➤ Vary the way space is used 	<ul style="list-style-type: none"> ➤ perform body actions with control and coordination ➤ choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions ➤ remember and repeat dance phrases ➤ perform short dances, showing an understanding of expressive qualities ➤ describe the mood, feelings and expressive qualities of dance
Athletics	<ul style="list-style-type: none"> ➤ Run fast, medium and show speeds, changing speed and direction ➤ Link running and jumping activities with some fluency, control and consistency ➤ Throw a variety of objects – changing action for accuracy and distance 	<ul style="list-style-type: none"> ➤ run at fast, medium and show speeds (show change of pace), changing speed and direction with precision ➤ link running and jumping activities with fluency, control and consistency ➤ throw a variety of objects – choosing appropriate action for accuracy and distance
Games	<ul style="list-style-type: none"> ➤ use basic underarm, rolling and hitting skills ➤ sometimes use overarm skills ➤ intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency ➤ sometimes catch a beanbag and a medium-sized ball ➤ track balls and other equipment sent to them, moving in line with the ball to collect it ➤ throw, hit and kick a ball in a variety of ways, depending on the needs of the game ➤ choose different ways of hitting, throwing, striking or kicking the ball ➤ decide where to stand to make it difficult for their opponent 	<ul style="list-style-type: none"> ➤ show awareness of opponents and team-mates when playing games; ➤ perform basic skills of rolling, throwing, striking, kicking and receiving with more confidence ➤ apply these skills in a variety of simple games ➤ make choices about appropriate targets, space and equipment ➤ use a variety of simple tactics (when to pass or outwit an opponent, which type of pass to use and when, when to move into space to receive a pass, when to send, where to stand to mark an opponent, how to receive)

Swimming	<ul style="list-style-type: none">➤ Not applicable to Year 1	<ul style="list-style-type: none">➤ Describe good practise when at a swimming pool and explain how to stay safe when near water➤ Show how to enter and exit the water safely without using the steps (slide)➤ Move in water using swimming aids and support (eg. Jump, walk, hop and spin)➤ Float and move with swimming aids.➤ Show awareness of buoyancy and support of the water and water aids➤ Move, propel and glide in water using different swimming aids, arm and leg actions and basic strokes such as front paddle➤ Begin to remember and repeat simple actions with and without swimming aids and support with increasing control and coordination.
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Key stage 2

Pupils should 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. They should enjoy **communicating, collaborating and competing** with each other. They should develop an understanding of **how to improve** in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- 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 and demonstrate improvement to achieve their personal best.

	By the end of year 3 children should be able to:	By the end of year 4 children should be able to:
Generic	<ul style="list-style-type: none"> ➤ explain how strength, speed, stamina and suppleness affect performance ➤ suggest and carry out warm-up activities – knowing which muscles they are exercising ➤ demonstrate that they can lead a healthy active life – show stamina when participating ➤ choose to engage in different types of physical activity outside of the PE lesson (e.g. play time, lunch time, breakfast club, after school clubs and out of school clubs) ➤ compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness ➤ suggest improvements to their own and other people's performances - suggest what needs practising – discuss how they went about tackling tasks ➤ work cooperatively with others when the challenge gets harder ➤ compete against personal best, success criteria and others in a variety of contexts 	<ul style="list-style-type: none"> ➤ understand that strength, stamina, speed and suppleness can be improved to develop all-round health and fitness ➤ lead a partner through short warm-up routines ➤ engage in regular physical activity outside of the PE lesson (play time, lunch time, breakfast club, after school clubs and out of school clubs) ➤ recognise criteria that lead to improvement - watch, describe and suggest possible improvements to others' performances ➤ compare and contrast movements (using appropriate language), commenting on similarities, differences and effectiveness ➤ suggest improvements to their own and other people's performances - suggest what needs practising – evaluate how they went about tackling tasks ➤ work increasingly cooperatively with others when the challenge gets harder ➤ compete against personal best and against others in a variety of challenging contexts
Gymnastics	<ul style="list-style-type: none"> ➤ use a greater number of their own ideas for movements in response to a task ➤ choose and plan sequences of contrasting actions and compositional principles ➤ adapt their own movements to include a partner in a sequence 	<ul style="list-style-type: none"> ➤ perform actions, balances, body shapes and agilities with control ➤ plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement ➤ adapt sequences to suit different types of apparatus and their partner's ability
Dance	<ul style="list-style-type: none"> ➤ improvise freely, translating ideas from a stimulus into movement ➤ create dance phrases that communicate ideas ➤ share and create dance phrases with a partner and in a small group ➤ repeat, remember and perform these phrases in a dance ➤ use dynamic, rhythmic and expressive qualities clearly and with control 	<ul style="list-style-type: none"> ➤ respond imaginatively to a range of stimuli related to character and narrative ➤ use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group ➤ refine, repeat and remember dance phrases and dances ➤ perform dances clearly and fluently ➤ show sensitivity to the dance idea and the accompaniment

Athletics	<ul style="list-style-type: none"> ➤ understand and demonstrate the difference between sprinting and running for sustained periods ➤ be able to run for a sustained period of time ➤ know and demonstrate a range of throwing techniques ➤ throw with some accuracy and power into a target area ➤ perform a range of jumps, showing consistent technique (sometimes using a short run-up) 	<ul style="list-style-type: none"> ➤ demonstrate the ability to choose the appropriate pace of running to perform maximum output for the distance to be covered ➤ to demonstrate the stamina to run over long distances ➤ know and demonstrate a range of throwing techniques, throwing with accuracy and power into a target area ➤ perform a range of jumps, showing consistent technique and co-ordination
Games	<ul style="list-style-type: none"> ➤ throw and catch with control to keep possession and advance up the pitch/court ➤ be aware of space and use it to support team-mates and cause problems for the opposition ➤ choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent ➤ know and use rules fairly to keep games going ➤ use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy ➤ choose and vary skills and tactics to suit the situation in a game ➤ set up small games through knowing the rules, using them fairly to keep games going; ➤ use a small range of basic racket skills 	<ul style="list-style-type: none"> ➤ throw and catch with control, accuracy and speed to keep possession and advance up the pitch/court ➤ be aware of space and use it to support team-mates and cause problems for the opposition – make the right decisions ➤ choose and use a range of tactics for sending the ball in different ways to make it difficult for their opponent to intercept ➤ use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy; ➤ choose and vary skills and tactics to suit the situation in a game – increasingly complex situations ➤ set up games through knowing the rules, using them fairly to keep games going ➤ use a range of basic racket skills – forehand and backhand (short and long & left and right to move opponent)
OAA	<ul style="list-style-type: none"> ➤ identify where they are by using simple plans and diagrams of familiar environments ➤ use simple plans and diagrams to help them follow a short trail and go from one place to another ➤ respond to a challenge or problem they are set 	<ul style="list-style-type: none"> ➤ identify where they are by using plans and diagrams of familiar and unfamiliar environments; ➤ use plans and diagrams to help them follow a trail and go from one place to another; ➤ respond readily to a challenge or problem they are set
Swimming	<ul style="list-style-type: none"> ➤ use recognised arm and leg actions to swim increasing distances eg. Front crawl, back crawl ➤ submerge in water and demonstrate breathing control ➤ choose most effective stroke for challenges related to speed, distance and personal survival 	<ul style="list-style-type: none"> ➤ swim unaided for a sustained period of time over a distance of at least 25m ➤ use a variety of ways to enter and exit the water (slide, jump, etc) ➤ use a range of recognised strokes and personal survival skills eg. Front crawl, back crawl, breaststroke, sculling, floating and surface diving