



EARLY LEARNING GOALS	RECEPTION
Gross Motor Skills	Children at the expected level of development will: <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.
Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

KNOW ABOUT		RECEPTION
ATHLETICS AND DANCE	Acquiring and developing Gross Motor Skills	Children develop and use a sense of space They know different ways of moving – crawling, walking, jogging, hopping, bounding, skipping etc. They can co-ordinate movement in their arms and legs “and – when appropriate try to move in time with music.” (Being Imaginative and Expressive ELG)
GAMES	Acquiring and developing Gross Motor Skills	They know how to send and receive a ball, with their hands and their feet They can use tennis rackets, cricket balls and batons in simple games and individual challenges They play simple team games and can follow simple rules
GYMNASTICS	Acquiring and developing Gross Motor Skills	They know how to travel in different ways, balance, climb, hang and jump, in space and on equipment. They know how to roll. They know about and can balance on ‘points’ and ‘patches’. Children confidently and safely use a range of large and small apparatus, both inside and outside.
ROUTINES	Acquiring and developing Fine Motor Skills	Children use their core muscles to have good posture when sitting at a table. They have developed the foundations of a handwriting style which is fast, accurate and efficient. They can combine different movements with ease and fluency.
USING TOOLS	Acquiring and developing Fine Motor Skills	They have developed their small motor skills and can manipulate simple tools effectively e.g. <ul style="list-style-type: none"> • holding a pencil correctly, • scissors, • paintbrush, • knives, forks and spoons
KNOWLEDGE AND UNDERSTANDING	Fitness and health	Children know and talk about the different factors that support overall health <ul style="list-style-type: none"> • healthy eating • tooth brushing • hand washing • personal hygiene • the importance of good sleep • the importance of exercise



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PHYSICAL EDUCATION

KNOW ABOUT		YEAR 1	YEAR 2
Adventurous	Acquiring and developing skills	Children recognise their own space explore finding different places	
	Selecting and applying skills, tactics and compositional ideas	Children follow simple routes and trails, orientating themselves successfully solve simple challenges and problems successfully	
	Knowledge and understanding of fitness and health	Children recognise and describe how their body feels during exercise	
	Evaluating and improving performance	Children observe what they and others have done and use their observations to improve their performance	
Athletics	Acquiring and developing skills	Children remember, repeat and link combinations of actions use their bodies and a variety of equipment with greater control and coordination	
	Selecting and applying skills, tactics and compositional ideas	Children use their bodies and a variety of equipment with greater control and coordination	
	Knowledge and understanding of fitness and health	Children recognise and describe what their bodies feel like during different types of activity	
	Evaluating and improving performance	Children watch, copy and describe what they and others have done	
Dance	Acquiring and developing skills	They explore movement ideas and respond imaginatively to a range of stimuli move confidently and safely in their own and general space, using changes of speed, level and direction	They explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance
	Selecting and applying skills, tactics and compositional ideas	They compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts	They compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas
	Knowledge and understanding of fitness and health	They recognise how their body feels when still and exercising	They recognise and describe how different dance activities make them feel understand the importance of warming up and cooling down
	Evaluating and improving performance	They talk about dance ideas inspired by different stimuli copy, watch and describe dance movement	They watch and describe dance phrases and dances and use what they learn to improve their own work
Games	Acquiring and developing skills	They be confident and safe in the spaces used to play games explore and use skills, actions and ideas individually and in combination to suit the game they are playing	They improve the way they coordinate and control their bodies and a range of equipment remember, repeat and link combinations of skills
	Selecting and applying skills, tactics and compositional ideas	They choose and use skills effectively for particular games	They choose, use and vary simple tactics
	Knowledge and understanding of fitness and health	They know that being active is good for them and fun	They recognise and describe what their bodies feel like during different types of activity
	Evaluating and improving performance	They watch, copy and describe what others are doing describe what they are doing	They recognise good quality in performance use information to improve their work
Gymnastics	Acquiring and developing skills	explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction	They remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision
	Selecting and applying skills, tactics and compositional ideas	☑ copy or create and link movement phrases with beginnings, middles and ends ☑ perform movement phrases using a range of body actions and body parts	They choose, use and vary simple compositional ideas in the sequences they create and perform.
	Knowledge and understanding of fitness and health	☑ know how to carry and place apparatus ☑ recognise how their body feels when still and when exercising	They recognise and describe what their bodies feel like during different types of activity ☑ lift, move and place equipment safely
	Evaluating and improving performance	They watch copy and describe what they and others have done	They improve their work using information they have gained by watching, listening and investigating
Swimming	Acquiring and developing skills	They work with confidence in the water explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water remember, repeat and link skills	
	Selecting and applying skills, tactics and compositional ideas	They know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction ☑ improve the control and co-ordination of their bodies in water	
	Knowledge and understanding of fitness and health	They know that being active is fun and good for them recognise what their bodies feel like during different activities	
	Evaluating and improving performance	They watch, copy and describe what they and others have done and use the information to improve their work	



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	KNOW ABOUT	YEAR 3	YEAR 4
Adventurous	Acquiring and developing skills	Children develop the range and consistency of their skills and work with others to solve challenges	
	Selecting and applying skills, tactics and compositional ideas	Children choose and apply strategies and skills to meet the requirements of a task or challenge	
	Knowledge and understanding of fitness and health	Children recognise the effect of different activities on the body and to prepare for them physically work safely	
	Evaluating and improving performance	Children describe and evaluate their own and others' performances, and identify areas that need improving	
Athletics	Acquiring and developing skills	Children consolidate and improve the quality, range and consistency of the techniques they use for particular activities	
	Selecting and applying skills, tactics and compositional ideas	Children develop their ability to choose and use simple tactics and strategies in different situations	
	Knowledge and understanding of fitness and health	Children know, measure and describe the short-term effects of exercise on the body describe how the body reacts to different types of activity	
	Evaluating and improving performance	Children describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving	
Dance	Acquiring and developing skills	They improvise freely on their own and with a partner, translating ideas from a stimulus into movement	They explore and create characters and narratives in response to a range of stimuli
	Selecting and applying skills, tactics and compositional ideas	They create and link dance phrases using a simple dance structure or motif perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	They use simple choreographic principles to create motifs and narrative perform complex dance phrases and dances that communicate character and narrative
	Knowledge and understanding of fitness and health	They keep up activity over a period of time and know they need to warm up and cool down for dance	They know and describe what you need to do to warm up and cool down for dance
	Evaluating and improving performance	They describe and evaluate some of the compositional features of dances performed with a partner and in a group talk about how they might improve their dances	They describe, interpret and evaluate their own and others' dances, taking account of character and narrative
Games	Acquiring and developing skills	Children consolidate and improve the quality of their techniques and their ability to link movements develop the range and consistency of their skills in all games	They develop the range and consistency of their skills in all games
	Selecting and applying skills, tactics and compositional ideas	They improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding and net games	They devise and use rules keep, adapt and make rules for striking and fielding and net games use and adapt tactics in different situations
	Knowledge and understanding of fitness and health	They know and describe the short-term effects of different exercise activities on the body know how to improve stamina begin to understand the importance of warming up	They recognise which activities help their speed, strength and stamina and know when they are important in games recognise how specific activities affect their bodies
	Evaluating and improving performance	They recognise good performance and identify the parts of a performance that need improving use what they have learned to improve their work	They explain their ideas and plans recognise aspects of their work that need improving suggest practices to improve their play
Gymnastics	Acquiring and developing skills	They consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	They remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision
	Selecting and applying skills, tactics and compositional ideas	They Improve their ability to select appropriate actions and use simple compositional ideas	They choose, use and vary simple compositional ideas in the sequences they create and perform.
	Knowledge and understanding of fitness and health	They recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength	They recognise and describe what their bodies feel like during different types of activity ☐ lift, move and place equipment safely
	Evaluating and improving performance	They describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved	They improve their work using information they have gained by watching, listening and investigating
Swimming	Acquiring and developing skills	They consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions	
	Selecting and applying skills, tactics and compositional ideas	They choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges	
	Knowledge and understanding of fitness and health	They know and describe the short-term effects of exercise on the body and how it reacts to different types of activity	
	Evaluating and improving performance	They describe and evaluate the quality of swimming and recognise what needs improving	



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PHYSICAL EDUCATION

	KNOW ABOUT	YEAR 5	YEAR 6
Adventurous	Acquiring and developing skills	Children develop and refine orienteering and problem-solving skills when working in groups and on their own	
	Selecting and applying skills, tactics and compositional ideas	Children decide what approach to use to meet the challenge set adapt their skills and understanding as they move from familiar to unfamiliar environments	
	Knowledge and understanding of fitness and health	Children understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing	
	Evaluating and improving performance	Children see the importance of a group or team plan, and the value of pooling ideas improve their performance by changing or adapting their approaches as needed	
Athletics	Acquiring and developing skills	Children develop the consistency of their actions in a number of events increase the number of techniques they use	
	Selecting and applying skills, tactics and compositional ideas	Children choose appropriate techniques for specific events	
	Knowledge and understanding of fitness and health	Children understand the basic principles of warming up understand why exercise is good for fitness, health and wellbeing	
	Evaluating and improving performance	Children evaluate their own and others' work and suggest ways to improve it	
Dance	Acquiring and developing skills	They explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group	They explore, improvise and combine movement ideas fluently and effectively
	Selecting and applying skills, tactics and compositional ideas	They compose dances by using adapting and developing steps, formations and patterning from different dance styles perform dances expressively, using a range of performance skills	They create and structure motifs, phrases, sections and whole dances begin to use basic compositional principles when creating their dances
	Knowledge and understanding of fitness and health	They organise their own warm-up and cool-down activities to suit the dance show an understanding of why it is important to warm up and cool down	They understand why dance is good for their fitness, health and wellbeing prepare effectively for dancing
	Evaluating and improving performance	They describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context	They understand how a dance is formed and performed evaluate, refine and develop their own and others work
Games	Acquiring and developing skills	They develop a broader range of techniques and skills for attacking and defending develop consistency in their skills	They choose, combine and perform skills more fluently and effectively in invasion, striking and net games
	Selecting and applying skills, tactics and compositional ideas	They know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations choose and apply skills more consistently in all activities	They understand, choose and apply a range of tactics and strategies for defence and attack use these tactics and strategies more consistently in similar games
	Knowledge and understanding of fitness and health	They know and understand the basic principles of warming up, and understand why it is important for a good-quality performance understand why exercise is good for their fitness, health and wellbeing	They understand why exercise is good for their fitness, health and wellbeing understand the need to prepare properly for games
	Evaluating and improving performance	They choose and use information to evaluate their own and others' work suggest improvements in own and others' performances	They develop their ability to evaluate their own and others' work, and to suggest ways to improve it know why warming up and cooling down are important
Gymnastics	Acquiring and developing skills	They perform actions, shapes and balances consistently and fluently in specific activities	They combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
	Selecting and applying skills, tactics and compositional ideas	choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations	develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
	Knowledge and understanding of fitness and health	They know and understand the basic principles of warming up and why it is important for good quality performance understand why physical activity is good for their health	They understand why warming-up and cooling-down are important understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves carry out warm ups safely and effectively
	Evaluating and improving performance	They choose and use information and basic criteria to evaluate their own and others' work	They evaluate their own and others' work suggest ways of making improvements
Swimming	Acquiring and developing skills	They consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions	
	Selecting and applying skills, tactics and compositional ideas	They choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges	
	Knowledge and understanding of fitness and health	They know and describe the short-term effects of exercise on the body and how it reacts to different types of activity	
	Evaluating and improving performance	They describe and evaluate the quality of swimming and recognise what needs improving	