

In Physical Development at the end of my Foundation Year...

- ❖ I can use scissors to cut
- ❖ I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- ❖ I can run in and out of floor markers without bumping into anyone
- ❖ I know the proper name of games equipment such as quoits, beanbag, hoop, and skittle
- ❖ I can throw a ball into the air, let it bounce and then catch it safely
- ❖ I can roll a ball between two skittles
- ❖ I can pass the ball around my knees and waist without dropping it
- ❖ I know to be careful when moving around the apparatus in gymnastics and to look out for my friends
- ❖ I can roll sideways in a curled shape
- ❖ I stretch my arms in the air when I jump and land with squashy knees
- ❖ I enjoy climbing on the apparatus, especially the ladders
- ❖ I know how to carry the small mats and benches with my friends
- ❖ I can stretch out wide to make a star shape and curl up small into a ball
- ❖ In dance, I can jump, march, hop on both legs, skip and gallop around the room and stop on the command
- ❖ In dance, I can move fast and slow
- ❖ I enjoyed performing dances with my friends
- ❖ In dance, I learnt to make up movements using action rhymes and words
- ❖ I know that it's important for me to exercise and eat healthy food
- ❖ I can talk to you about how to keep safe in different situations such as crossing the road
- ❖ I can use the toilet by myself
- ❖ I can dress and undress by myself including buttons and zips

These are the kinds of things I will be able to do after Physical Education in Year One...

- ❖ I can roll, chase and capture the ball at the side or beat the ball to collect it in front of me
- ❖ I can throw the ball into the air, and catch it safely
- ❖ I enjoy playing the game of shadows with my partner and jumping on my partner's shadow
- ❖ I can throw a beanbag towards a target
- ❖ I enjoy running, dodging and chasing games
- ❖ In gymnastics I can roll in a tucked and stretched shape
- ❖ I can travel on different parts of my body
- ❖ I can jump with my feet together and land with squashy knees
- ❖ I can lift and carry mats and benches with my group and I know that we have to wait until the teacher has checked the apparatus before I can go on it
- ❖ I can move along, over, under and around the apparatus without bumping into anyone else
- ❖ I can move in time with the music

These are the kinds of things I will be able to do after Physical Education in Year Two...

- ❖ I can practice skills e.g. send, receive and travel with a ball and use them when playing a game
- ❖ I can work with a partner or with a team and share ideas
- ❖ In gymnastics I can jump in different ways and land safely
- ❖ I can balance in different ways and hold my body very still in starting and finishing positions
- ❖ I can observe, describe and evaluate a partner's sequence
- ❖ I can roll, turn, jump, and travel on hands and feet in different ways
- ❖ I can link movements together in gymnastics and repeat them in the same order
- ❖ I can perform dances using simple movement

These are the kinds of things I will be able to do in a controlled manner after Physical Education in Year Three...

- ❖ I can send the ball accurately to my partner by throwing, bouncing, rolling, hitting and kicking
- ❖ I know space is important when attacking, for example I need to throw the ball into a space when playing over the net against my partner
- ❖ I can describe how to play the game and how to start the game
- ❖ I can link skills together such as pass, send and move to receive a return pass
- ❖ I can plan, practise and remember a short sequence with a clear starting and finishing position
- ❖ I can perform different actions on the apparatus
- ❖ I can link movements together and remember the order of a short movement phrase
- ❖ I know it is important to warm up for all activities in PE
- ❖ In dance and gymnastics I can travel quickly and slowly in different directions
- ❖ I can dance on my own and with a partner
- ❖ In athletics, I can throw different objects with increasing accuracy
- ❖ I can co-operate with my peers
- ❖ I can suggest improvements to my own and others' techniques

These are the kinds of things I will be able to do after Physical Education in Year Four...

- ❖ Using my feet only I can collect, dribble and pass the ball to another player
- ❖ I know that to retain possession of the ball space is important and that it is better to pass to a player in a space
- ❖ I enjoy planning my own game and then working out how to win without breaking the rules
- ❖ In gymnastics I am trying to improve the link between my balance and my roll to make it more flowing
- ❖ I can make up a short sequence, which includes moving in different directions and at different levels
- ❖ I feel confident upside down and know it is important that my hands are flat when taking my body weight
- ❖ I can observe my partner and identify stretched arms, legs and pointed toes
- ❖ I can use different gestures to show what my dance is about
- ❖ In dance, I can perform the same movements in time with my partner and the music
- ❖ I enjoy creating and performing my own phrases of movement
- ❖ I work with a partner to estimate how far one can throw different objects and then record our results
- ❖ I can run quickly over short distances and realise the importance of pacing myself when running longer distances
- ❖ I can jump from behind the take off line, setting myself different targets to aim for
- ❖ In outdoor, adventurous activities, I really enjoyed using photographs to find my way around school
- ❖ When working with my friends I know it is important to listen to their ideas and follow instructions carefully

These are the kinds of things I will be able to do after Physical Education in Year Five...

- ❖ I can play small sided invasion games and know many of the rules
- ❖ I enjoy playing an attacking role and I am beginning to understand how to create and use space when moving through the opponent's territory
- ❖ I have planned and performed a warm up activity that involved gradually increasing speed and changing direction
- ❖ In invasion games, I know it is important to cover the space and stay between my opponent and the goal when defending
- ❖ When fielding in striking/fielding games I understand the importance of working together as a team and especially 'backing up' other players
- ❖ In gymnastics, I can create and perform sequences with a partner showing changes of speed, direction and level
- ❖ I can perform a range of gymnastic movements on floor and apparatus showing extension and control
- ❖ I can link movements fluently and enjoy showing copy, match and mirror relationships with my partner

- ❖ I enjoy watching another partner sequence and helping them to improve their design
- ❖ I can learn a short dance motif and then work with a partner to develop and create our own dance
- ❖ I can swim 25 metres
- ❖ I am working hard to improve all my strokes
- ❖ In athletics I have improved my paced running by concentrating on breathing out as I run
- ❖ I can run, jump and land safely
- ❖ I know I can describe the key features of throwing, jumping and running
- ❖ I learned to use a compass and read a map
- ❖ I feel confident using a map and can recognise main features as well as plan a route around the school

These are the kinds of things I will be able to do after Physical Education in Year Six...

- ❖ In invasion games, I know it is important to switch quickly from attacking to defending when my team loses possession of the ball
- ❖ I know that during exercise my heart beats faster because it needs to circulate oxygen to the working muscles. My breathing rate also increases to take in more oxygen
- ❖ I can stick close to my opponent and move quickly to intercept the ball
- ❖ I can evaluate my own performance within the game situation and suggest ways to improve
- ❖ I can create and perform longer sequences of movement with more control and on more difficult apparatus
- ❖ I enjoyed working in a small group to create a short sequence showing unison and canon
- ❖ I can give other gymnasts advice and information to help improve their composition and performance
- ❖ I can warm myself up for my physical education lessons and I know what exercises to do to prepare different parts of my body
- ❖ I can learn how to create different shapes and movements in dance
- ❖ I can work with others to create and perform a group dance showing different relationships
- ❖ I can perform isolated body actions, which tell the audience what my dance is about
- ❖ I can swim 25 metres on both my front and back
- ❖ I can observe and analyse different strokes and use this information to improve my own performance
- ❖ I can design a team athletics competition based on running, throwing and jumping
- ❖ I found evaluating our teamwork and solutions in outdoor and adventurous activities very helpful because it gave us new ideas and improved our performance
- ❖ I enjoy working with a group on challenging, problem solving tasks; we discuss the problem and allocate roles and responsibilities
- ❖ I can perform safe self-rescue in different water-based situations.