

# End of Year Framework

Subject: PE



## 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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fitness							
Dance							
Gymnastics							
Games							
Athletics							
Swimming							
OAA							
Fundamental Movement Skills							

Methodology – TLG PE

[tlg-pe.co.uk](http://tlg-pe.co.uk)

	Knowledge	Skills	Key Vocabulary
<b>EYFS</b> Fundamental Movement Skills Athletics Sending & Receiving Dance Gymnastics Net & Wall Games Throwing & Catching	<ul style="list-style-type: none"> <li>I know how to keep myself safe when participating in PE and other physical activities.</li> <li>I know that I can use my arms to balance.</li> <li>I know how to prepare my hands and body to throw and catch.</li> </ul>	<ul style="list-style-type: none"> <li>I can negotiate space and obstacles safely.</li> <li>I can balance and move with a good level of coordination.</li> <li>I can run, dance, jump, hop, skip (with feet), climb, throw and catch.</li> <li>I can throw and catch a large ball.</li> </ul>	<u>General</u> Space, looking up, stretch, muscle, partner, pairs, run, walk, balance, throw, catch, hit, ball, cone, net, bean bag, jump, hop, carry, follow, lead, copy, sports, games, rules, move, forwards, backwards, equipment, speed, direction, bounce, push, pull, roll
<b>Year 1</b> Athletics Sending & Receiving Dance Attacking & Defending Gymnastics Net & Wall Games Striking and Fielding Throwing & Catching	<ul style="list-style-type: none"> <li>I know that winning is not the most important part of an activity.</li> <li>I understand why it is important to warm up and cool down and lead a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the fundamental skills including: balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking.</li> <li>I can demonstrate team work.</li> <li>I can use simple gripping and holding skills and correct wrist position when throwing and catching.</li> <li>I can combine movements fluidly to create a routine in gymnastics.</li> <li>I can assess my own risk and develop trust in myself and my peers.</li> </ul>	<u>Games</u> Throw, roll, hit, move, safely, kick  <u>Gymnastics</u> Curl, tense, stretch, control, relax, travel, balance, hold  <u>Dance</u> Move, copy, create, rhythm  <u>General</u> Copy and Compare
<b>Year 2</b> Athletics Sending & Receiving Dance Attacking & Defending Gymnastics Net & Wall Games Striking and Fielding Throwing & Catching	<ul style="list-style-type: none"> <li>I know that there are repeating sequences in dance.</li> <li>I understand that exercise keeps my body healthy.</li> <li>I understand that it is important to change my pace to match the area I am working within.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate the fundamental skills including: balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking in a range of activities.</li> <li>I can accelerate &amp; form a variety of static positions.</li> <li>I can run/jog at a consistent pace.</li> <li>I can copy dance moves with control and coordination.</li> <li>I can create curled/stretched shapes and travel in that shape over apparatus.</li> <li>I can execute a star and straight jumps.</li> <li>I can catch and throw a range of PE equipment accurately whilst moving.</li> </ul>	<u>Games</u> Underarm, tactics, decide, rules  <u>Gymnastics</u> Copy, sequence, improve, plan, perform, feedback, independent  <u>Dance</u> Perform, control, co-ordination, linking mood, feeling  <u>General</u> Contrast and repeat

		<ul style="list-style-type: none"> <li>I can participate in team games, developing simple tactics for attacking and defending.</li> </ul>	
<b>Year 3</b> Athletics Rounders Hockey Dance Netball Swimming Tennis OAA Cricket Handball Tag Rugby Gymnastics	<ul style="list-style-type: none"> <li>I recognise how specific activities affect my body.</li> <li>I can describe what happens to my heart, breathing and temperature during different types of athletic activity.</li> <li>I understand the rules about the games I have been taught.</li> <li>I know what to consider when my team is attacking and defending in ball games.</li> </ul>	<ul style="list-style-type: none"> <li>I can consolidate and develop my range and consistency of skills in striking and fielding games.</li> <li>I can select the most appropriate ways of travelling for an activity and execute it appropriately, (e.g. running, walking, hopping and skipping).</li> <li>I can remain in control of a ball while travelling.</li> <li>I can choose the appropriate skills and equipment to meet the challenges that are set.</li> </ul>	<u>Games</u> Throw, Catch, Control, Awareness of Space, Support  <u>Gymnastics</u> apparatus, strength, criteria, improve, compare and contrast, repeat, sequences  <u>Dance</u> Changing speed and direction, share and create phrases  <u>Athletics</u> Underarm and overarm throwing, technique, distance  <u>OAA</u> Follow, route, safely, manage risks/problems  <u>Swimming</u> Swim, unaided, movements
<b>Year 4</b> Athletics Rounders Hockey Dance Netball Dodgeball Tennis Cricket Handball Tag Rugby Gymnastics *Top Up Swimming*	<ul style="list-style-type: none"> <li>I know how to plan a run to pace myself evenly or unevenly.</li> <li>I understand what to include in a warm up in order to improve performance.</li> <li>I understand why exercise is good for my fitness, health and wellbeing</li> <li>I identify parts of a game that are going well and parts that need improving.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and evaluate the effectiveness of performance and recognise aspects that need improving</li> <li>I can work in small groups to investigate and compare the effectiveness of different styles of: running (e.g. short steps, long strides, straight arms, bent arms, swinging arms) jumping, (e.g off one foot, two feet) throwing (e.g. underarm, overarm, pushing, pulling).</li> <li>I can decide which style of movement I prefer and identify if it can make me go faster, higher or farther.</li> <li>I can evaluate how successful my tactics have been, use appropriate language to describe performance and identify what I do that makes things difficult for their opponents</li> <li>I can control actions and combine them fluently.</li> </ul>	<u>Games</u> Opposition, Possession, Adapt, Tactics  <u>Gymnastics</u> Adapt Sequences, apparatus, suppleness, stamina  <u>Dance</u> Remember and perform phrases, plan and repeat  <u>Athletics</u> Sprint, accuracy, personal best  <u>OAA</u> Appropriate equipment, familiar context  <u>Swimming</u> Basic stroke, co-ordinate breathing, surface
<b>Year 5</b> Swimming Rounders	<ul style="list-style-type: none"> <li>I can identify parts of a performance that need to be practised and refined, and</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a range of jumps showing power, control and consistency at both take-off and landing.</li> </ul>	<u>Games</u> Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble, shoot  <u>Gymnastics</u>

<p>Hockey Handball Netball Gymnastics Tennis Dodgeball Cricket OAA Tag Rugby</p>	<p>understand how to improve myself.</p> <ul style="list-style-type: none"> <li>I can understand different ways of attacking and select positions with my team carefully.</li> <li>I know where to stand when attacking and defending.</li> <li>I understand the value of exercise outside of the school day.</li> <li>I know what clothing and footwear is best to wear for a variety of sports and fitness activities.</li> </ul>	<ul style="list-style-type: none"> <li>I can work as a group and share roles fairly.</li> <li>I can sustain pace over longer distances, e.g. sprint for seven seconds/run for one or two minutes.</li> <li>I can explore, improvise and combine movement ideas fluently and effectively.</li> </ul>	<p>Complex extended sequences, combine, perform</p> <p><u>Dance</u> Compose, creative, perform, demonstrate, style, precise, posture</p> <p><u>Athletics</u> Control, accuracy, techniques, combine</p> <p><u>OAA</u> Location, compass, navigate, plan, route</p>
<p><b>Year 6</b> Athletics Rounders Hockey Handball Netball Gymnastics Tennis Dodgeball Cricket Handball Tag Rugby *Top Up Swimming*</p>	<ul style="list-style-type: none"> <li>I can understand and explain the rules in Sports</li> <li>I can understand how others may feel when winning and losing in a competitive environment.</li> <li>I understand tactics and compositional ideas in team sports.</li> <li>I know how sport benefits fitness and also helps my overall wellbeing in later life.</li> <li>I know how different activities promote stamina, power, control and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>I can strike a ball with a range of bats for accuracy and distance</li> <li>I can demonstrate stamina</li> <li>I can swim 25m unaided.</li> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</li> <li>I can perform safe self-rescue in different water-based situations.</li> <li>I can link together actions so that they flow- in running, jumping, throwing and gymnastics activities.</li> <li>I understand scoring and can confidently keep score.</li> <li>I can demonstrate the ability to evaluate the performance of myself and others.</li> </ul>	<p><u>Games</u> Striking, implement, rules, umpire, strategy</p> <p><u>Gymnastics</u> Consistency, audience, link, vault, spring</p> <p><u>Dance</u> Accompaniment, clarity, fluency, accuracy, consistency, interpret</p> <p><u>Athletics</u> Compete, improve personal best, stamina</p> <p><u>OAA</u> Overcome problems, safety, danger, leadership</p>