

ST. AUGUSTINE'S PE CURRICULUM OBJECTIVES 2019–2020

YEAR GROUP	OBJECTIVES
RECEPTION	<p><i>Taken from Development Matters Document- Physical Development Statements:</i></p> <ul style="list-style-type: none"> - Experiment with different ways of moving. - Jump off an object and land appropriately. - Negotiates space successfully when playing racing & chasing games with other children, adjusting speed or changing direction to avoid obstacles. - Travels with confidence & skill around, under, over and through balancing & climbing equipment. - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. - <u>ELG: Children know the importance for good health of physical exercise, & a healthy diet, & talk about ways to keep healthy & safe.</u>
YEAR 1	<ul style="list-style-type: none"> - Throw underarm using correct technique. - Move with body and space awareness. - Understand why the brain, heart and lungs are important. - Understand that exercise is good for us. - Listen to advice. - Zig zag through a series of markers. - Hold a balance - Create a sequence with a beginning, middle and end. - Comment on performance. - Jump for height. - Jump for distance. - Hold a balance walking in a straight line. - Hop on the spot. - Catch a ball.

<p>YEAR 2</p>	<ul style="list-style-type: none"> - Hop along a straight line using the same foot. - Zigzag through a series of tightly marked spaces. - Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc.) - Compare performance with others. - Catch a small ball. - Throw a small ball overarm, using the correct technique. - Jump for a distance, controlling the landing. - Jump from a height with a controlled landing.
<p>YEAR 3</p>	<ul style="list-style-type: none"> - Balance on one foot. - Climb a set of wall bars or similar. - Perform a sidestep gallop. - Explain the importance of appropriate portions of food for a balanced diet and health. - Describe the differences between body parts. - Compare and contrast his/her performance with others. - Vary skills, actions and ideas and link these indifferent ways to suit different activities. - Very response to tactics, strategies and sequences used. - Jump into the pool and submerge briefly. - Sink, push away from the wall and glide underwater for a short distance. - Submerge fully and pick up an object from the bottom. - Have a reasonable knowledge of water safety code. - Run at speed over a distance.
<p>YEAR 4</p>	<ul style="list-style-type: none"> - Complete a forward roll and land on their feet. - Skip forwards in a fluid motion. - Kick a ball accurately. - Pass a ball from chest height to a partner. - Apply skills and tactics in combination with a partner or as part of a group/team. - Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance. - Identify stress and stressful situations,

	<ul style="list-style-type: none"> - Understand the importance of mental health. - Identify basic 'coping strategies' for dealing with difficult emotions. - Identify the value of sleep for our health. - Identify ways to make himself/herself happy and share happiness. - Discuss differences between the health of people from different countries/regions. - Perform a sequence of changing shapes whilst floating on the surface. - Swim approx. 10m using a range of strokes (back/breast/front crawl). - Explain the types and amounts of food needed for a balanced, healthy diet. - Identify the energy that certain food stuffs give by looking at the packaging. - Understand that there are good and bad bacteria. - Explain the benefits to the body of regular exercise. - Identify that the blood transports materials and it also protects. - Identify the main features of respiration. - Understand that muscles work in pairs to protect, support and move the body. - Understand the three functions of a skeleton and use scientific vocabulary to name specific bones.
<p style="text-align: center;">YEAR 5</p>	<ul style="list-style-type: none"> - Dribble a ball between cones. - Perform a sequence of one footed leaps. - Gallop with a fluid motion. - Tread water. - Perform a forward somersault tucked in the water. - Perform a surface dive. - Swim over 10m using a range of strokes accurately. - Perform a range of jumps into deep water. - Explain how exercise affects the body. - Begin to reflect on mistakes and see them as an opportunity to learn from them. - Identify something they are confident in. - Make links between balanced lifestyle and being happy. - Explain how confidence can affect performance. - Participate in recognised activities and games with skill and precision showing creative tactics and skill.

	<ul style="list-style-type: none"> - Draw on previous knowledge of tactics, skills and strategies. - Develop interest in participating in sports activities and competitions. - Identify different levels of performance and use subject specific vocabulary.
<p style="text-align: center;">YEAR 6</p>	<ul style="list-style-type: none"> - Set achievable personal goals and successfully reflect upon these, perhaps setting the next steps. - Perform a 'drop kick'. - When planning activities and actions, take into account a range of strategies, tactics and routes to success considering strengths and weaknesses of self and others. - Analyse, modify and refine skills and techniques and how these are applied. - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy. - Evaluate whether a diet is healthy or not using vitamins and minerals to justify the answers. - Identify how different food should be eaten for nutritional purposes. - Explain the effect high cholesterol has on the human body. - Understand that endorphins are released during exercise and that these are linked to happiness. - Explain the different parts of sleep and why this is important for the body. - Use specific vocabulary to explain what happens to our bodies during and after exercise. - Explain the difference between good and bad bacteria. - Explain the various acts of mental health. - Understand different levels of confidence and its effects on life. - Understand emotional intelligence. - Perform a basketball dribble. - Strike a ball with a range of bats for accuracy and distance. - Understand that being healthy incorporated body, mind and lifestyle. - Identify the impact of a good social life on happiness. - Recognise role on keeping immediate environment safe and healthy and offer suggestions.