

# **Hawridge and Cholesbury CE School**



## **EXPECTED OUTCOMES AND PROGRESSIONS FOR PHYSICAL EDUCATION**

**2019-2020**

## **Introduction**

This document incorporates the National Curriculum for Physical Education and details what members of staff would be expecting children to achieve based on their age.

This document aims to show the difference in expectations for Physical Education throughout each year group. The document also shows the progressions children are expected to achieve between each year group. The expected outcomes for each year group aims to provide challenge for all students, enabling them to reach their potentials within the sporting environment. Furthermore, we encourage social and cognitive challenge, aiming to inspire children in working together with their peers. The teamwork aspect of the provision allows children to work together to solve any problem they may face in their Physical Education experience.

Below are the expected outcomes for all children at Hawridge and Cholesbury Primary School at specific ages in their school lives.

### Early Years Foundation Stage

By the end of the academic year, all children in Early Years Foundation Stage must be able to:

National Curriculum components	Outcomes for students	Teacher guidance for completion of outcome
Movement	I can move around without bumping into anything.	Child can move around without bumping into anyone or any objects in large spaces. Children can do this by walking, running, jumping and skipping.
Co-ordination	I can catch different objects.	Child can catch different objects while standing still. Child can demonstrate the correct technique to catch using two hands.
	I can throw different objects.	Child can throw different objects using the correct technique. Child can show that they bend their knees with their feet shoulder width apart, aiming with the non-throwing arm and pushing through with the throwing arm.
	I can jump to a safe landing.	Child can land from jumping with bent knees using arms for support.
Control	I can perform a balance.	Child can hold a balance for longer than 5 seconds regularly.
	I can explain why healthy eating and exercise is important.	Child can explain why exercise and healthy eating is good for us, and a good way of staying healthy.
Jumping	I can demonstrate a four-point balance.	Child can regularly show an example of a balance where four parts of the body are touching the floor.
	I can demonstrate a tall, tuck and star shape.	Child can regularly show examples of a tall, tuck and star shape.

## Year 1

By the end of the academic year, children in year 1 must be able to:

<b>National Curriculum Components</b>	<b>Outcomes for students</b>	<b>Teacher guidance for completion of outcome</b>
Movement	I can move around in a space with equipment.	Child can move around a small space in different directions without bumping into anyone while using equipment (bean bag, tennis ball, quoits). Children can do this by running, walking, jumping and skipping.
Coordination	I can catch a variety of different shaped objects while moving.	Child can catch objects of different sizes while moving around a space. The child should be able to demonstrate the correct two-handed catching technique.
	I can throw different shaped objects underarm towards a target.	Child can consistently throw a variety of different objects towards a target. They need to use the correct throwing technique. Child can show that they bend their knees with their feet shoulder width apart, aiming with the non-throwing arm and pushing through with the throwing arm.
Agility	I can jump and land safely from different heights.	Child can consistently show the correct technique to jump and land from different heights. Child can land from jumping with bent knees using arms for support.
	I can travel using different methods and shapes.	Child can demonstrate at least three different ways of moving from one set point to another (rolling, skipping, crawling).
Balance	I can explain some of the short-term effects of exercise.	Child will be able to give reasons to how the body reacts to exercise and why we warm up. Child will be able to explain that the heart rate increases when we exercise, with more blood being pumped around the body.
	I can perform a dance using various movements.	Child can begin to use different movement patterns to perform a dance.
	I can participate in a team game.	Child can begin to work as part of a team in a game, and participates without arguments. Child should noticeably participate as part of team.

Developing simple tactics		
	I can identify roles within team games.	Child can give examples of roles someone can fulfil in different games.
Jumping	I can demonstrate a three-point balance.	Child can regularly show an example of a balance where four parts of their body are touching the ground.
	I can perform a straddle and pike shape.	Child can regularly show examples of a straddle and pike shape.
	I can understand the term counterbalance.	Child is able to give a description of the term counterbalance

## Year 2

By the end of the academic year all children in Year 2 must be able to:

<b>National Curriculum component</b>	<b>Outcomes for students</b>	<b>Teacher guidance for completion of outcome</b>
Movement	I can move around a space using different speeds.	Child can move around a space with or without equipment at varying speeds. Child can do this by walking, running, jumping and skipping.
	I can catch different objects using either hand.	Child can demonstrate the correct technique when catching objects in one hand.
Coordination	I can throw different objects accurately towards a moving target (including other children).	Child can accurately throw an object to a moving target (including other children) in a game.
	I can change the way I throw.	Child can adapt and use a range of methods to throw different objects (underarm, overarm, overhead, chest, sideways).
Jumping	I can jump and land at different heights and understand why it is important to land safely.	Child can perform jumps from different heights and understand why it is important to land safely.
	I can follow the rules of basic games.	Child can consistently demonstrate an understanding of the rules of a game. Child can feedback rules when questioned.
Agility	I can explain strengths and weaknesses of a team when playing a game.	Child can identify and talk about the strengths and weaknesses of their team's performance in a game.
	I can perform a dance routine in time to music.	Child can perform a routine while using movements in time with the music.
Balance	I can participate in an invasion game.	Child can participate actively and ensure they are involved as part of a team in invasion games.
	I can identify attacking and defensive tactics in a team game.	Child can suggest different tactics that can be used. For example, children can talk about attacking tactics such as possession and finding space. Child can also suggest defensive tactics such as marking, blocking and intercepting.

Developing simple tactics	I can demonstrate a two-point balance.	Child can regularly show an example of a balance where only two parts of the body are touching the ground.
	I can perform a gymnastics routine using five different shapes.	Child is able to provide evidence of five different shapes (tuck, pike, straddle, star and tall) in a performance.
	I can explain my individual role within my team.	Child is able to reflect and show the responsibility that they have to allow their team to be successful.

### Year 3

By the end of the academic year all children in Year 3 must be able to:

<b>National Curriculum component</b>	<b>Outcomes for students</b>	<b>Teacher guidance for completion of outcome</b>
Flexibility	I can be aware of the space around myself when participating in different games.	Child can show an awareness of the space around them, not standing close to any other children or obstacles.
Strength	I can throw and catch different objects while moving.	Child can show consistent catching and throwing abilities while moving.
	I can receive a catch while jumping.	Child can jump from a height and receive a catch using the correct technique.
Technique	I can follow the rules of an invasion game.	Child can explain the basic rules of an invasion game
Control	I can work as a team effectively.	Child can participate in team games, while also showing that they can communicate and work effectively with other children.
	I can identify when to change my throwing technique according to the object I am using.	Child can identify what technique to use when throwing an object, changing this without being prompted to achieve a target.
Balance	I can identify a target / goal in an invasion game.	Child can demonstrate where a target / goal is in an invasion game.
	I can identify different methods of passing to a teammate in an invasion game using the hands.	Child can demonstrate various methods of passing an object to a teammate in an invasion game.
Movement combination and patterns	I can start to investigate simple tactics in an invasion game.	Child can feedback the different positions in invasion games.
	I can read a map correctly.	Child can demonstrate how to read a map correctly.
Competitive games	I can jump and land from different heights using a variety of shapes.	Child can land safely while using a variety of different shapes (star, tuck, straddle and pike).
	I can use different shapes to perform a gymnastics routine.	Child can perform all of the different shapes as part of a routine (star, tuck, straddle and pike).
Outdoor Adventurous Activities	I can perform a dance routine while using different speeds.	Child can perform a dance routine while moving at different speeds.



Comparing performances	I can use different throwing techniques in a team invasion game.	Child can demonstrate how to pass an object in an invasion game (For handball; chest pass, bounce pass, overhead pass).
	I can understand the basic rules of a net & wall game.	Child can feedback some of the basic rules of a net and wall game.
	I can demonstrate a counterbalance in gymnastics.	Child is able to perform a counterbalance in a safe manner.
	To understand a floor routine in gymnastics.	Child can explain what a floor routine is in gymnastics, and describe some of the components of a performance.
	I can understand and demonstrate the basic ground strokes of a net & wall game.	Child can use the correct technique to demonstrate forehand and backhand shots in a net & wall game.

## Year 4

By the end of the academic year all children in Year 4 must be able to:

<b>National Curriculum component</b>	<b>Outcomes for students</b>	<b>Teacher guidance for completion of outcome</b>
Flexibility	I can catch while performing various movements.	Child can regularly perform the correct catching technique while performing various movements (standing still, walking, running, sidestepping).
Strength	I can throw and catch accurately.	Child can throw towards a target consistently, ensuring that the majority of attempts are successful. Also, the child can demonstrate the correct catching technique.
Technique	I can demonstrate different attacking and defensive tactics.	Child can perform in a team using different attacking and defensive tactics and using these as part of a team.
Control	I can hit a ball with control.	Child can hit a ball into a space away from any other children in a striking and fielding game.
Balance	I can solve an orienteering problem with the help of a team.	Child can work with others in order to solve a problem with minimal arguments.
	I can understand and demonstrate the basic ground strokes of a net & wall game.	Child can use the correct technique to demonstrate forehand and backhand shots in a net & wall game.
Movement combination and patterns	I can vary the speed I am running at according to the distance I am running.	Child can vary the speed they are running at, identifying the appropriate pace for the distance they are going to be running at.
	I can demonstrate different tactics in a range of activities.	Child can demonstrate different tactics in a range of activities.
Competitive games	I can explain why warming up is important.	Child can give detail as to why warming up is good for the body. Child can also explain why physical activity is beneficial for health (decreased resting heart rate, stronger heart).
	I can perform a gymnastics routine while using different speeds.	Child can perform a gymnastics routine while using different speeds such as slow and fast.
Outdoor Adventurous		

Activities	I can perform a dance routine while using different 'levels.'	Child can perform a dance routine while using different levels (High and low).
Comparing performances	To understand a floor routine in Gymnastics.	Child can explain what a floor routine is in gymnastics, and describe some of the components of a performance.
	I can understand the basic rules of a net & wall game.	Child can feedback some of the basic rules of a net and wall game.

## Year 5

By the end of the academic year, all children in Year 5 should be able to:

<b>National Curriculum component</b>	<b>Outcomes for students</b>	<b>Teacher guidance for completion of outcome</b>
Flexibility	I can gain possession during an invasion game.	Child can use a range of defensive techniques such as blocking, marking and intercepting to win possession of an object in an invasion game.
Strength	I can explain why Physical Activity is important	Child can give reasoning to why Physical Activity is important (Health).
	I can explain why strength is important in gymnastics.	Child can understand and explain to others why strength is important in gymnastics.
Technique	I can perform a gymnastics routine while using different speeds, shapes, directions and methods of travel.	Child can perform a routine while being able to use a variety of movements.
Control	I can perform a dance while combining fluency, accuracy and consistency.	Child can perform a dance routine which uses different balances and shapes correctly, with smooth transfers from one movement to the next.
Balance	I can perform a routine according to music.	Child can perform a routine while adapting their movements according to the music that is playing. For example, slow movements for slow music.
Movement combination and patterns	I can accurately demonstrate attacking and defensive tactics and discuss when they may best be used.	Child can demonstrate different tactics that can be used in an invasion game. Child can also give examples of situations where specific tactics may be used.
	I can demonstrate the accurate batting, catching and fielding techniques in a striking and fielding game.	Child can demonstrate the correct techniques for different scenarios.
Competitive games	I can compare my performance in a gymnastics or dance performance to another group.	Child can watch and analyse their performance of a gymnastics or dance routine to another group. Child can give various strengths and areas to improve on throughout this.
	I can use a map in an unknown location.	Child is able to use a map to get to a target location correctly.

Outdoor Adventurous Activities	I can begin to discuss how we may improve our performance within games.	Child can give different methods to be able to improve their own/teams performance in a variety of invasion games.
Comparing performances	I can develop a complex floor routine in gymnastics.	Child must develop a routine using, 5 shapes, 4 key skills, a counterbalance and a 4, 3 and 2 point-balance.
	I can describe when I may change my performance to prevent my opponent's tactics from working.	Child can give different tactics and scenarios where they may need to be successfully used.

## Year 6

By the end of the academic year, all children in Year 6 must be able to:

<b>National Curriculum component</b>	<b>Outcomes for students</b>	<b>Teacher guidance for completion of outcome</b>
Flexibility	I can be a leader in a game situation.	Child can demonstrate the responsibilities of a captain in a game.
Strength	I can explain the body's reaction to physical activity.	Child can explain how the body reacts to physical activity, and what happens in the body to cause this.
Technique	I can perform in front of the rest of the class, and compare my performance to others.	Child can compare their performance to that of other members of the class. They can also give feedback to other students on the performances.
Control	I can control and catch a ball, then passing to others whilst moving.	Child can demonstrate how they can keep the pace of a game high by being able to use different techniques of passing while moving at speed.
Balance	I can analyse my own performance of a tactic and demonstrate methods to improve this.	Child is able to give reasoning as to why their tactic has or hasn't worked. They can also give demonstrations as to how they can improve their performance within this.
Movement combination and patterns	I can watch different performances and use criteria to make adjustments to my routine.	Child can use set criteria given by the teacher to give a score on a performance. They can also give the appropriate reasoning for their decision.
Competitive games	I can explain to a partner the correct techniques to use in a range of athletic activities, also evaluating performance.	Child can work with a partner to explain the correct techniques in detail so a partner can explain them adequately.
Competitive games	I can change my tactics in a net and wall game to prevent my opponent from being successful.	Child can analyse the tactics that their opponent is using in a net and wall game. To then be successful, child is able to change their own tactics in reaction to their opponent, and regularly win points.

Outdoor Adventurous Activities	I can bowl and bat effectively in a striking and fielding game, putting the ball into different areas of the pitch to have a higher chance of being successful.	Child can bowl at different lengths with different styles to regularly prevent an opponent from playing attacking shots. Child can also use a range of batting shots to score more runs against an opponent.
	I can successfully complete a changeover in a relay.	Child can successfully complete a changeover with a baton in a relay event. The child is able to adapt their running and handover technique accordingly.
Comparing performances	I can perform an air routine in gymnastics.	Child must be able to perform a routine which incorporates different types of equipment (benches, box tops), different levels, 5 shapes, 4 key skills, a counterbalance and 4, 3 and 2 point-balance.
	I can provide analysis using technology to improve my shot technique.	Child can use technology to film themselves performing a shot technique. Then being able to use different features to improve their own technique accordingly.