

PE SKILLS REC to Y6							
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
Attacking and defending	Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.	Negotiate space when racing and chasing other children, adjusting speed or changing direction to avoid obstacles. Accurately shadow a partner's movement.	Pass a ball or bean bag In a team game, working collaboratively. Use a range of simple tactics to aid attacking/defending.	Create their own games, adapting rules and displaying knowledge of warm up and cool downs. Choose tactics/a suitable strategy to cause problems for the opposition.	Follow rules to play more challenging games. Such as rounders, hockey and non-stop cricket. Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Explain, evaluate and develop ideas and plans for a game that includes a scoring system. Mark an opponent, player or players, preventing them for gaining possession.	Use and adapt tactics, choosing the most effective one for different situations. Apply tactical knowledge effectively in attacking and defending situations. (eg. benchball)
Sending and striking	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Shows increasing control in pushing, patting, throwing, catching or kicking and stopping a ball. (eg. bowling and activity skills unit in sending and striking folder)	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket. (eg. activity skills unit in sending and striking folder)	Keep control of ball-based equipment – hitting, travelling and returning (eg hockey) Working effectively as part of a team.	Throw, catch, strike and field a ball with control and accuracy. (eg. rounders)	Use different techniques and skills to pass, dribble, travel and shoot in ball games. (eg. football and basketball)	Select and perform combinations of sending and striking skills with confidence, accuracy and consistency. (eg. non-stop cricket)

Dance	<p>They represent their own ideas, thoughts and feelings through dance. Children make music and dance, and experiment with ways of changing them.</p>	<p>They perform simple rhythmic patterns and repeat them in different formations.</p> <p>They work independently to create movement ideas in response to a story.</p> <p>They remember and repeat a short dance phase.</p>	<p>They are able to recognise the beats within the music.</p> <p>They are able to perform movements to music that travel</p> <p>They are able to understand the difference between a jumping movement, turning movement that travels.</p>	<p>They can learn, repeat and remember a dance routine.</p> <p>They can add dance qualities of levels and direction to dance moves.</p> <p>They can move in unison.</p> <p>They can work in together to apply canon in the dance routine.</p>	<p>They can perform and remember more complex dance phrases showing the correct timing.</p> <p>Put the sections of the dance together e.g. beginning (verse) section and then the chorus.</p> <p>Add characterisation while dancing to make the routine enjoyable.</p>	<p>They can perform a range of standing moves, top rock moves and floor moves.</p> <p>They are able to perform a range of formations.</p> <p>They can create a routine consisting of standing, linking and floor moves.</p> <p>They are able to perform their routine to their peers.</p>	<p>They are able to perform a range of jump and freezes.</p> <p>They can include jumps and freezes in their routines.</p> <p>They use: unison, canon, confidence and expression to create effective dances.</p> <p>They can work in small groups and perform to an audience.</p>
Athletics	<p>Use Reception early years development unit.</p>	<p>Run a short distance with some control. Jump with both feet from standing. Throw a projectile underarm in a given direction.</p>	<p>Run a short distance with co-ordination and speed.</p> <p>Throw a projectile overarm in a given direction.</p> <p>Jump from one foot, landing on the opposite or both feet. (eg. skipping unit)</p>	<p>Demonstrate overarm and underarm with increasing accuracy and power and perform a range of jumps, sometimes with run ups.</p> <p>Use the correct technique whilst running as fast as they can individually and in a competition.</p>	<p>Throw using correct javelin technique with a 3 step walk through, using arms and legs together.</p> <p>Perform a standing hop, step and jump to complete the technique of the triple jump.</p> <p>Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.</p>	<p>Combine both arm and leg movements to complete a standing discus throw for distance.</p> <p>Use the correct hand over technique for a relay whilst racing in a team.</p> <p>Perform a running hop, step and jump to complete the technique of the triple jump.</p> <p>Explain how power and stamina is developed and how this improves performance.</p>	<p>Combine both arm and leg movements to complete a standing shotput throw for distance.</p> <p>Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.</p>

Gymnastics	<p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment</p>	<p>Perform star, tuck and stretch shapes. Understand that balance is about stillness and tension. Perform log, pencil and egg rolls. Mount and dismount a bench safely. Perform basic sequences using space safely.</p>	<p>Perform star, tuck and stretch jumps. Balance using 2 or 3 points of balance. Perform teddy and dish rolls. Link 2 rolls. Travel at various heights along a bench. Perform balances on a bench.</p>	<p>Perform complex jumps and stands - half and full turns, arabesque, half mast, etc. Perform a 5point balance. Combine 4 rolls to create a sequence. Use cannon and unison in sequences. Perform a star jump to dismount a bench.</p>	<p>Perform stag, cat and split leaps and balance after each leap. Incorporate equipment, bean bags, balls, etc, into rolls. Perform sequences along benches and mirror partner on bench. Mount and dismount a vault safely.</p>	<p>Perform counter and group balances. Perform balances with equipment: hoops, ropes, bean bags, balls. Perform leaps with equipment.</p>	<p>Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.</p>
Outdoor/ Adventurous	<p>Become familiar with the outdoor spaces</p>	<p>Follow a simple route around the school grounds or a given outdoor space.</p>	<p>Move over, under and through spaces and obstacles outdoors.</p>	<p>Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.</p>	<p>Respond positively to increased challenges and other team members, showing ability to listen to feedback.</p>	<p>Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.</p>	<p>Lead groups in problem solving, analysing their own effectiveness as a team leader.</p>
Swimming				<p>Move in and around water confidently and competently, exploring ways of swimming above and below the water. Travel 5 metres</p>	<p>Push and glide with arms extended front and back Travel 10 metres unaided with their feet off the floor</p>	<p>Swim 10 metres unaided, optional stroke.</p>	<p>Swim between 25 metres and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques</p>