



PE – EYFS Learning Objectives – Autumn 1



Introduction to PE: Unit 1

In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.

LESSON 1	Theme: witches and wizards To move safely and sensibly in a space with consideration of others.
LESSON 2	Theme: pirates To develop moving safely and stopping with control.
LESSON 3	Theme: mythical creatures To use equipment safely and responsibly.
LESSON 4	Theme: to the castle To use different travelling actions whilst following a path.
LESSON 5	Theme: superheroes To work with others co-operatively and play as a group.
LESSON 6	Theme: monsters To follow, copy and lead a partner.

NURSERY

- I am beginning to demonstrate balance.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.

RECEPTION

- I can demonstrate balance.
- I can make independent choices.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively and take turns with others.
- I use movement skills with developing balance and co-ordination.



PE – EYFS Learning Objectives – Autumn 2



Introduction to PE: Unit 2

In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.

LESSON 1	Theme: people who help us To move around safely in space.
LESSON 2	Theme: friends and family To follow instructions and stop safely.
LESSON 3	Theme: houses and homes To stop safely and develop control when using equipment.
LESSON 4	Theme: morning time To follow instructions and play safely as a group.
LESSON 5	Theme: at the shops To follow a path and take turns.
LESSON 6	Theme: dinner time To work co-operatively with a partner.

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I can explore movement skills.
- I can make guided choices.
- I follow instructions with support.
- I understand the rules of the game.

RECEPTION

- I can make independent choices.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively and take turns with others.
- I understand the rules and can explain why it is important to follow them.
- I use movement skills with developing balance and co-ordination.



PE – EYFS Learning Objectives – Spring 1



Ball Skills

In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.

LESSON 1	Theme: beetles To develop rolling a ball to a target.
LESSON 2	Theme: busy bees To develop stopping a rolling ball.
LESSON 3	Theme: ladybirds and butterflies To develop accuracy when throwing to a target.
LESSON 4	Theme: grasshoppers To develop bouncing and catching a ball.
LESSON 5	Theme: caterpillars To develop dribbling a ball with your feet.
LESSON 6	Theme: spiders To develop kicking a ball.

NURSERY

- I am beginning to explore a range of ball skills.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I can make guided choices.
- I persevere with support when trying new challenges.
- I play ball games guided by the rules with support.

RECEPTION

- I can make independent choices.
- I can negotiate space safely with consideration for myself and others.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.
- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.



PE – EYFS Learning Objectives – Spring 2



Dance

In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.

LESSON 1	Theme: head, shoulders, knees and toes To explore different body parts and how they move.
LESSON 2	Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions.
LESSON 3	Theme: transport To express and communicate ideas through movement exploring directions and levels.
LESSON 4	Theme: transport To create movements and adapt and perform simple dance patterns.
LESSON 5	Theme: morning routine To copy and repeat actions showing confidence and imagination.
LESSON 6	Theme: my journey to school To move with control and co-ordination, linking, copying and repeating actions.

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.
- I am building my confidence to try new challenges and perform in front of others.
- I can explore movement skills.
- I follow instructions with support.
- I show respect towards others.

RECEPTION

- I am confident to try new challenges and perform in front of others.
- I can combine movements fluently, selecting actions in response to the task.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I show respect towards others when providing feedback.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.



PE – EYFS Learning Objectives – Summer 1



Gymnastics

In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.

LESSON 1	Theme: rainforest animals To copy and create shapes with your body.
LESSON 2	Theme: woodland animals To be able to create shapes whilst on apparatus.
LESSON 3	Theme: lakeland animals To develop balancing and taking weight on different body parts.
LESSON 4	Theme: desert animals To develop jumping and landing safely.
LESSON 5	Theme: sea animals To develop rocking and rolling.
LESSON 6	Theme: pet animals To copy and create short sequences by linking actions together.

NURSERY

- I am beginning to negotiate space safely.
- I am beginning to take turns.
- I am building my confidence to try new challenges.
- I can explore movement skills.
- I can match skills to tasks and apparatus.
- I can use a range of large and small apparatus with an awareness of safety.
- I follow instructions with support.

RECEPTION

- I am confident to try new challenges.
- I can combine movements, selecting actions in response to the task and apparatus.
- I can confidently and safely use a range of large and small apparatus.
- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I work co-operatively with others and take turns.



PE – EYFS Learning Objectives – Summer 2



Games

In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

LESSON 1	Theme: polar regions To aim when throwing and practise keeping score.
LESSON 2	Theme: the rainforest To follow instructions and move safely when play tagging games.
LESSON 3	Theme: Australia To learn to play against a partner.
LESSON 4	Theme: wild west To develop co-ordination and play by the rules.
LESSON 5	Theme: India To explore striking a ball and keeping score.
LESSON 6	Theme: far east To work co-operatively as a team.

NURSERY

- I am beginning to explore a range of ball skills.
- I am beginning to negotiate space safely.
- I am beginning to take turns with others.
- I am beginning to understand how I feel in different situations.
- I can explore movement skills.
- I follow instructions with support.
- I play games honestly guided by the rules with support.

RECEPTION

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I play co-operatively, take turns and encourage others.
- I play games honestly with consideration of the rules.
- I show an understanding of my feelings and can regulate my behaviour.
- I use ball skills with developing competence and accuracy.
- I use movement skills with developing balance and co-ordination.



PE – Year 1 Learning Objectives – Autumn 1



Gymnastics

In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

LESSON 1	To explore travelling movements.
LESSON 2	To develop and combine travelling movements.
LESSON 3	To develop quality when performing and linking shapes.
LESSON 4	To develop quality when linking shapes.
LESSON 5	To develop stability and control when performing balances.
LESSON 6	To develop stability and control when performing balances.
LESSON 7	To develop technique and control when performing shape jumps.

YEAR 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.



PE – Year 1 Learning Objectives – Autumn 2



Team Building

In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.

This unit links to the following strands of the NC: participate in team games, developing simple tactics.

LESSON 1	To co-operate with a partner to complete challenges.
LESSON 2	To explore and develop working as a team.
LESSON 3	To develop talking, listening and sharing skills.
LESSON 4	To use speaking and listening skills to lead a partner.
LESSON 5	To plan with a partner and small group to complete challenges.
LESSON 6	To use talking, listening and sharing skills to complete challenges.

YEAR 1

- I can communicate simple instructions.
- I can follow instructions.
- I can follow path and lead others.
- I can listen to others' ideas.
- I can suggest ideas to solve tasks.
- I can work with a partner and a small group.
- I understand the rules of the game.



PE – Year 1 Learning Objectives – Spring 1



Ball Skills

In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

LESSON 1	To develop dribbling a ball with your hands.
LESSON 2	To explore accuracy when rolling a ball.
LESSON 3	To explore throwing with accuracy towards a target.
LESSON 4	To explore catching with two hands.
LESSON 5	To explore dribbling a ball with your feet.
LESSON 6	To explore tracking a ball that is coming towards me.

YEAR 1

- I am beginning to catch with two hands.
- I am beginning to dribble a ball with my hands and feet.
- I am beginning to understand simple tactics.
- I can roll and throw with some accuracy towards a target.
- I can say when someone was successful.
- I can track a ball that is coming towards me.
- I can work co-operatively with a partner.



PE – Year 1 Learning Objectives – Spring 2



Invasion Games

Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

LESSON 1	To understand the role of defenders and attackers.
LESSON 2	To recognise who to pass to and why.
LESSON 3	To move towards goal with the ball.
LESSON 4	To support a teammate when playing in attack.
LESSON 5	To move into space showing an awareness of defenders.
LESSON 6	To stay with a player when defending.

YEAR 1

- I am beginning to dribble a ball with my hands and feet.
- I can change direction to move away from a defender.
- I can recognise space when playing games.
- I can send and receive a ball with hands and feet.
- I can use simple rules to play fairly.
- I move to stay with another player when defending.
- I recognise changes in my body when I do exercise.
- I understand when I am a defender and when I am an attacker.



PE – Year 1 Learning Objectives – Summer 1



Dance

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme.

Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.

This unit links to the following strand of the NC: perform dances using simple movement patterns.

LESSON 1	THEME: Weather To use counts of 8 to move in time and make my dance look interesting.
LESSON 2	THEME: Weather To explore pathways in my dance.
LESSON 3	THEME: Weather To create my own dance using, actions, pathways and counts.
LESSON 4	THEME: Pirates To explore speeds and actions in our pirate inspired dance.
LESSON 5	THEME: Pirates To copy, remember and repeat actions that represent the theme.
LESSON 6	THEME: Pirates To copy, repeat, create and perform actions that represent the theme.

YEAR 1

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different parts of the body in isolation and together.
- I can work with others to share ideas and select actions.
- I choose appropriate movements for different dance ideas.
- I say what I liked about someone else's performance.
- I show some sense of dynamic and expressive qualities in my dance.



PE – Year 1 Learning Objectives – Summer 2



Athletics

In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.

This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

LESSON 1	To move at different speeds over varying distances.
LESSON 2	To develop balance.
LESSON 3	To develop changing direction quickly.
LESSON 4	To explore hopping, jumping and leaping for distance.
LESSON 5	To develop throwing for distance.
LESSON 6	To develop throwing for accuracy.

YEAR 1

- I am able to throw towards a target.
- I am beginning to show balance and co-ordination when changing direction.
- I am developing overarm throwing.
- I can recognise changes in my body when I do exercise.
- I can run at different speeds.
- I can work with others and make safe choices.
- I try my best.
- I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.



PE – Year 2 Learning Objectives – Autumn 1



Ball Skills

In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, in pairs and small groups.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

LESSON 1	To develop rolling a ball to hit a target.
LESSON 2	To develop stopping a rolling ball.
LESSON 3	To develop dribbling a ball with your feet.
LESSON 4	To develop kicking a ball.
LESSON 5	To develop throwing and catching.
LESSON 6	To develop dribbling a ball with your hands.

YEAR 2

- I am beginning to provide feedback using key words.
- I am beginning to understand and use simple tactics.
- I can dribble a ball with my hands and feet with some control.
- I can roll and throw a ball to hit a target.
- I can send and receive a ball using both kicking and throwing and catching skills.
- I can track a ball and collect it.
- I can work co-operatively with a partner and a small group.



PE – Year 2 Learning Objectives – Autumn 2



Team Building

In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. They also begin to use basic map skills.

This unit links to the following strands of the NC: participate in team games, developing simple tactics.

LESSON 1	To follow instructions and work with others.
LESSON 2	To co-operate and communicate in a small group to solve challenges.
LESSON 3	To create a plan with a group to solve the challenges.
LESSON 4	To communicate effectively and develop trust.
LESSON 5	To use teamwork skills to work as a group to solve problems.
LESSON 6	To work with a group to copy and create a basic map.

YEAR 2

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.



PE – Year 2 Learning Objectives – Spring 1



Gymnastics

In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

If teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.

This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.

LESSON 1	To perform gymnastic shapes and link them together.
LESSON 2	To perform gymnastics shapes with control and link them together.
LESSON 3	To use shapes to create balances.
LESSON 4	To use shapes to create balances.
LESSON 5	To link travelling actions and balances using apparatus.
LESSON 6	To develop travelling actions and balances using apparatus.
LESSON 7	To demonstrate different shapes, take off and landing when performing jumps.

YEAR 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.



PE – Year 2 Learning Objectives – Spring 2



Invasion Games

Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games.

They learn how to score points in these types of games and learn to play to the rules.

This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

LESSON 1	To understand what being in possession means and support a teammate to do this.
LESSON 2	To understand that scoring goals is an attacking skill and to explore ways to do this.
LESSON 3	To understand that stopping goals is a defending skill and explore ways to do this.
LESSON 4	To explore how to gain possession.
LESSON 5	To mark an opponent and understand that this is a defending skill.
LESSON 6	To apply simple tactics for attacking and defending.

YEAR 2

- I can describe how my body feels during exercise.
- I can dodge and find space away from the other team.
- I can move with a ball towards goal.
- I can sometimes dribble a ball with my hands and feet.
- I can stay with another player to try and win the ball.
- I know how to score points and can remember the score.
- I know who is on my team and I can attempt to send the ball to them.



PE – Year 2 Learning Objectives – Summer 1



Dance

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.

Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

This unit links to the following strand of the NC: perform dances using simple movement patterns.

LESSON 1	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.
LESSON 2	THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.
LESSON 3	THEME: Secret Garden Use counts of 8 to help you stay in time with the music.
LESSON 4	THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.
LESSON 5	THEME: The Circus To explore pathways and levels.
LESSON 6	THEME: The Circus To remember and rehearse our circus dance showing expression and character.

YEAR 2

- I am beginning to provide feedback using key words.
- I can copy, remember, repeat and create dance phrases.
- I can describe how my body feels during exercise.
- I can show a character and idea through the actions and dynamics I choose.
- I can use counts to stay in time with the music.
- I can work with a partner using mirroring and unison in our actions.
- I show confidence to perform.



PE – Year 2 Learning Objectives – Summer 2



Athletics

In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

LESSON 1	To develop the sprinting action.
LESSON 2	To develop jumping for distance.
LESSON 3	To develop jumping for height.
LESSON 4	To develop throwing for distance.
LESSON 5	To develop throwing for accuracy.
LESSON 6	To select and apply knowledge and technique in an athletics carousel.

YEAR 2

- I can describe how my body feels during exercise.
- I can identify good technique.
- I can jump and land with control.
- I can use an overarm throw to help me to throw for distance.
- I can work with others, taking turns and sharing ideas.
- I show balance and co-ordination when running at different speeds.
- I try my best.



PE – Year 3 Learning Objectives – Autumn 1



Fundamentals

In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down.

Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

LESSON 1	To develop balance and apply it to other fundamental movement skills.
LESSON 2	To understand how the body moves differently at different speeds.
LESSON 3	To develop technique when changing speed.
LESSON 4	To develop agility using a change of speed and direction.
LESSON 5	To develop technique and control when jumping, hopping and landing.
LESSON 6	To apply fundamental skills to a variety of games.

YEAR 3

- I am able to jump and turn a skipping rope.
- I can change direction quickly.
- I can identify when I was successful.
- I can link hopping and jumping actions.
- I demonstrate balance when performing other fundamental skills.
- I understand how the body moves differently at different speeds.
- I understand why it is important to warm up.



PE – Year 3 Learning Objectives – Autumn 2



Gymnastics

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

LESSON 1	To be able to create interesting point and patch balances.
LESSON 2	To develop point and patch balances on apparatus.
LESSON 3	To develop stepping into shape jumps with control.
LESSON 4	To develop stepping into shape jumps using apparatus.
LESSON 5	To develop the straight, barrel, and forward roll.
LESSON 6	To include rolls in sequence work using apparatus.

YEAR 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can complete actions with increasing balance and control.
- I can provide feedback using key words.
- I can use matching and contrasting actions in a partner sequence.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.



PE – Year 3 Learning Objectives – Spring 1



Ball Skills

In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To develop dribbling skills with hands and feet.
LESSON 2	To develop tracking and catching skills.
LESSON 3	To develop tracking and throwing skills.
LESSON 4	To develop tracking and kicking skills.
LESSON 5	To track a ball that is not sent directly to me.
LESSON 6	To apply sending and receiving skills in games.

YEAR 3

- I can catch different sized objects with increasing consistency with two hands.
- I can dribble a ball with control.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can show a variety of throwing techniques.
- I can throw with accuracy and increasing consistency to a target.
- I can track the path of a ball that is not sent directly to me.



PE – Year 3 Learning Objectives – Spring 2



Netball

Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To understand the role of an attacker when in possession.
LESSON 2	To develop movement skills to lose a defender.
LESSON 3	To understand that scoring goals is an attacking skill and learn how to do this.
LESSON 4	To understand the role of defender.
LESSON 5	To remember that intercepting is a defending skill and explore ways to do this.
LESSON 6	To apply skills and knowledge to play games using netball rules.

YEAR 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I work cooperatively with my group to self-manage games.



PE – Year 3 Learning Objectives – Summer 1



Athletics

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

LESSON 1	To develop the sprinting technique and improve on your personal best.
LESSON 2	To develop changeover technique in relay events.
LESSON 3	To develop jumping technique in a range of approaches and take off positions.
LESSON 4	To develop throwing for distance and accuracy.
LESSON 5	To develop throwing for distance in a pull throw.
LESSON 6	To develop officiating and performing skills.

YEAR 3

- I am developing jumping for distance.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.



PE – Year 3 Learning Objectives – Summer 2



Cricket

Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To learn how to score points in a striking and fielding game.
LESSON 2	To develop batting to score points.
LESSON 3	To develop fielding skills to limit the batter's score.
LESSON 4	To understand the role of a bowler.
LESSON 5	To develop my understanding of tactics and begin to use them.
LESSON 6	To apply skills and knowledge to play games using cricket rules.

YEAR 3

- I am able to bowl a ball towards a target.
- I am beginning to strike a bowled ball after a bounce.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I am learning the rules of the game and I am beginning to use them honestly.
- I can persevere when learning a new skill.
- I can provide feedback using key words.
- I can use overarm and underarm throwing, and catching skills.
- I work co-operatively with my group to self-manage games.



PE – Year 4 Learning Objectives – Autumn 1



Ball Skills

In this unit pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To develop tracking and collecting skills.
LESSON 2	To develop confidence and accuracy when tracking a ball.
LESSON 3	To develop dribbling skills with hands and feet.
LESSON 4	To develop catching skills using one and two hands.
LESSON 5	To explore and develop a variety of throwing techniques.
LESSON 6	To use tracking and sending skills with feet.

YEAR 4

- I can accurately use a range of throwing techniques to throw to a target.
- I can catch different sized objects with increasing consistency with one and two hands.
- I can consistently track the path of a ball that is not sent directly to me.
- I can dribble a ball with increasing control and co-ordination.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.



PE – Year 4 Learning Objectives – Autumn 2



Dance

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.

Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.

Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.

This unit links to the following strand of the NC: perform dances using a range of movement patterns.

LESSON 1	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.
LESSON 2	THEME: The Spy To choose actions which relate to the theme.
LESSON 3	THEME: The Spy To develop a dance using matching and mirroring.
LESSON 4	THEME: Carnival To learn and create dance moves in the theme of carnival.
LESSON 5	THEME: Carnival To develop a carnival dance using formations, canon and unison.
LESSON 6	THEME: Carnival To develop a dance phrase and perform as part of a class performance.

YEAR 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.



PE – Year 4 Learning Objectives – Spring 1



Gymnastics

In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11.

This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.

LESSON 1	To develop individual and partner balances.
LESSON 2	To develop individual and partner balances using apparatus.
LESSON 3	To develop control in performing and landing rotation jumps.
LESSON 4	To develop rotation jumps and sequence building using apparatus .
LESSON 5	To develop the straight, barrel, forward and straddle roll.
LESSON 6	To assess my straight, barrel, forward and straddle roll.

YEAR 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.



PE – Year 4 Learning Objectives – Spring 2



Basketball

Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To develop attacking skills to move towards a goal.
LESSON 2	To develop passing and moving and play within the rules of the game.
LESSON 3	To develop movement skills to lose a defender and move into space.
LESSON 4	To develop defending skills to delay an attacker and gain possession.
LESSON 5	To use space effectively to create shooting opportunities.
LESSON 6	To apply skills and knowledge to play games using basketball rules.

YEAR 4

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.



PE – Year 4 Learning Objectives – Summer 1



Athletics

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

LESSON 1	To develop stamina and an understanding of speed and pace in relation to distance.
LESSON 2	To develop power and speed in the sprinting technique.
LESSON 3	To develop technique when jumping for distance.
LESSON 4	To develop power and technique when throwing for distance.
LESSON 5	To develop a pull throw for distance and accuracy.
LESSON 6	To develop officiating and performing skills.

YEAR 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.



PE – Year 4 Learning Objectives – Summer 2



Cricket

Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Teacher note: If playing in a reduced space use a sponge ball.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To develop overarm and underarm throwing and apply these to a striking and fielding game.
LESSON 2	To develop bowling technique and learn the rules of the skill within this game.
LESSON 3	To develop batting technique and understand where to hit the ball.
LESSON 4	To develop fielding techniques and apply them to game situations.
LESSON 5	To play different roles in a game and begin to think tactically about each role.
LESSON 6	To apply skills and knowledge to compete in a tournament.

YEAR 4

- I am able to bowl a ball with some accuracy and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can persevere when learning a new skill.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball after a bounce.
- I can use overarm and underarm throwing, and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.



PE – Year 5 Learning Objectives – Autumn 1



Netball

Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To explore different passes and apply them to different situations.
LESSON 2	To develop movement skills to lose a defender in different situations.
LESSON 3	To communicate with my team, move into space and take the ball towards goal.
LESSON 4	To defend an opponent and know when to try and intercept.
LESSON 5	To develop the shooting action under pressure.
LESSON 6	To use and apply skills, principles and tactics to a game situation.

YEAR 5

- I can communicate with my team and move into space to keep possession and score.
- I can identify when I was successful and what I need to do to improve.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I am confident to attempt to intercept.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.



PE – Year 5 Learning Objectives – Autumn 2



Football

Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To develop ways to move the ball and apply them to different situations.
LESSON 2	To send and receive under pressure.
LESSON 3	To communicate with my team, move into space and take the ball towards goal.
LESSON 4	To use defensive techniques to win possession.
LESSON 5	To apply defending tactics as a team.
LESSON 6	To use and apply skills, principles and tactics to a game situation.

YEAR 5

- I can communicate with my team and move into space to keep possession and score.
- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can use tracking and intercepting when playing in defence.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can use them most of the time to play honestly and fairly.
- I understand there are different skills for different situations and I am beginning to apply this.



PE – Year 5 Learning Objectives – Spring 1



Dance

Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.

Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.

LESSON 1	THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control.
LESSON 2	THEME: Dance by Chance To understand how changing dynamics changes the appearance of the performance.
LESSON 3	THEME: Dance by Chance To understand and use relationships and space to change how a performance looks.
LESSON 4	THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll.
LESSON 5	THEME: Rock 'n' Roll To work with a partner to copy and repeat actions in time with the music.
LESSON 6	THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.

YEAR 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.



PE – Year 5 Learning Objectives – Spring 2



Gymnastics

In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

LESSON 1	To perform symmetrical and asymmetrical balances.
LESSON 2	To perform interesting symmetrical and asymmetrical balances using apparatus.
LESSON 3	To develop the straight, forward, straddle and backward roll.
LESSON 4	To develop the straight, forward, straddle and backwards roll into a sequence.
LESSON 5	To explore different travelling actions using both canon and synchronisation.
LESSON 6	To explore different methods of travelling, linking actions in both canon and synchronisation.

YEAR 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.



PE – Year 5 Learning Objectives – Summer 1



Swimming

This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.

LESSON 1	To develop gliding, front crawl and backstroke.
LESSON 2	To develop rotation, sculling and treading water.
LESSON 3	To develop the front crawl stroke and breathing technique.
LESSON 4	To develop the technique for backstroke arms and legs.
LESSON 5	To develop breaststroke technique.
LESSON 6	To develop breaststroke technique.
LESSON 7	To develop breaststroke and breathing technique.
LESSON 8	To develop basic skills of water safety and floating.

YEAR 5

- I can swim competently, confidently and proficiently over a distance of at least 25 metres

YEAR 5

- I can perform safe self-rescue in different water-based situations

YEAR 6

- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

YEAR 5

- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

YEAR 6

- I can swim competently, confidently and proficiently over a distance of at least 25 metres

YEAR 6

- I can perform safe self-rescue in different water-based situations



PE – Year 5 Learning Objectives – Summer 2



Cricket

Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

LESSON 1	To develop throwing and catching skills and apply them relevantly to the situation.
LESSON 2	To develop bowling accuracy and perform the skill within the rules of the game.
LESSON 3	To develop batting skills, identify when I am successful and what I need to do to improve.
LESSON 4	To develop fielding techniques and begin to use these under some pressure.
LESSON 5	To understand the need for tactics and identify when to use them.
LESSON 6	To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.

YEAR 5

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can identify when I was successful and what I need to do to improve.
- I can strike a bowled ball with increasing consistency.
- I can work co-operatively with others to manage our game.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to use this.



PE – Year 6 Learning Objectives – Autumn 1



Football

Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To maintain possession when dribbling.
LESSON 2	To dribble with control under pressure.
LESSON 3	To select the appropriate skill, choosing when to pass and when to dribble.
LESSON 4	To move into and create space to support a teammate.
LESSON 5	To use the appropriate defensive technique for the situation.
LESSON 6	To apply rules, skills and principles to play in a tournament.

YEAR 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use marking, tackling and/or interception to improve my defence.
- I can use the rules of the game consistently to play honestly and fairly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.



PE – Year 6 Learning Objectives – Autumn 2



OAA

In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills, learning how to follow a more complex map including the use of controls.

This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.

LESSON 1	To build communication and trust whilst showing an awareness of safety.
LESSON 2	To collaborate as a team to solve problems.
LESSON 3	To develop tactical planning and problem solving.
LESSON 4	To work as a team and use critical thinking to determine the best approach.
LESSON 5	To develop navigational skills and map reading.
LESSON 6	To use a key to identify objects and locations.

YEAR 6

- I am inclusive of others, can share job roles and lead when necessary.
- I can orientate a map efficiently to navigate around a course.
- I can pool ideas within a group, selecting and applying the best method to solve a problem.
- I can use critical thinking skills to form ideas and strategies to solve challenges.
- I can work effectively with a partner and a group to solve challenges.
- With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.



PE – Year 6 Learning Objectives – Spring 1



Gymnastics

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

LESSON 1	To develop the straddle, forward and backward roll.
LESSON 2	To develop rolling into sequence work and on apparatus.
LESSON 3	To develop counter balance and counter tension.
LESSON 4	To develop counter balance and counter tension into sequence work with apparatus.
LESSON 5	To develop jumps and explore the effect of height.
LESSON 6	To explore jump sequence work with consideration of performance tools.

YEAR 6

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand what counter balance and counter tension is and can show examples with a partner.



PE – Year 6 Learning Objectives – Spring 2



Basketball

Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To dribble with control under pressure.
LESSON 2	To move into and create space to support a teammate.
LESSON 3	To choose when to pass and when to dribble.
LESSON 4	To use the appropriate defensive technique for the situation.
LESSON 5	To develop shooting technique and make decisions about when to pass, dribble or shoot.
LESSON 6	To apply principles, rules and tactics to a tournament.

YEAR 6

- I can create and use space to help my team.
- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can use the rules of the game honestly and consistently.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand when to use different styles of defence in game situations.



PE – Year 6 Learning Objectives – Summer 1



Athletics

In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.

In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

LESSON 1	To develop my own and others sprinting technique.
LESSON 2	To identify a suitable pace for the event.
LESSON 3	To develop power, control and technique for the triple jump.
LESSON 4	To develop power, control and technique when throwing for distance.
LESSON 5	To develop throwing with force and accuracy for longer distances.
LESSON 6	To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.

YEAR 6

- I can compete within the rules showing fair play and honesty.
- I can help others to improve their technique using key teaching points.
- I can identify my own and others' strengths and areas for development and can suggest ways to improve.
- I can perform jumps for distance using good technique.
- I can select and apply the best pace for a running event.
- I can show accuracy and good technique when throwing for distance.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I use different strategies to persevere to achieve my personal best.



PE – Year 6 Learning Objectives – Summer 2



Rounders

Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games.

Pupils play with honesty and fair play when playing competitively.

This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

LESSON 1	To develop throwing and catching under pressure and apply these to a striking and fielding game.
LESSON 2	To develop bowling under pressure whilst abiding by the rules of the game.
LESSON 3	To strike a bowled ball with increasing consistency.
LESSON 4	To develop fielding techniques and select the appropriate action for the situation.
LESSON 5	To understand and apply tactics in a game.
LESSON 6	To apply skills and knowledge to compete in a tournament.

YEAR 6

- I can strike a bowled ball with increasing consistency.
- I can use a wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play fairly.
- I can work collaboratively with others to get batters out.
- I can work in collaboration with others so that games run smoothly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I understand and can apply some tactics in the game as a batter, bowler and fielder.