



**National Curriculum Aims for PE:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities, lead healthy, active lives

	<b>Thinking Skills (Head)</b>	<b>Social Skills (Heart)</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Copy sequences and repeat them</li> </ul>	<ul style="list-style-type: none"> <li>• Confident in trying new activities</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Answer "how" and "why" questions about their experiences (activities)</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity (understand when and why a person is upset) to others' needs and feelings &amp; form positive relationships</li> <li>• Can take turns</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Follow rules</li> <li>• Plan and show a sequence of movements</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to my teacher and class-mates</li> <li>• Can work well with others</li> <li>• Can play with and share equipment</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Link movements together to create a sequence</li> <li>• Show mood or a feeling in movements</li> </ul>	<ul style="list-style-type: none"> <li>• Try to help others</li> <li>• Play as part of a team</li> <li>• Can work on my own or with others to make a sequence</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Explain what "strength" and "suppleness" are and how they affect performance</li> <li>• Compare and contrast gymnastic sequences - noting similarities and differences</li> <li>• Know and use rules fairly to keep games going</li> </ul>	<ul style="list-style-type: none"> <li>• Agree rules with others and play fairly with them</li> <li>• Can work well in small groups</li> <li>• Begin to know school values linked to PE *1 and our Christian values</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Can adapt sequences (or tactics) to suit the needs of partners / team mates</li> <li>• Work with partners to create, repeat and improve sequence</li> <li>• Can begin to evaluate own performances and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Set personal goals to improve myself in PE</li> <li>• Demonstrate how to adapt and activity to suit all abilities</li> <li>• Take the lead when working with a partner or group</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Choose the best tactics for attacking and defending – but offer changes when needed</li> <li>• Follow a set of rules to produce a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Try not to get upset or angry when playing with others</li> <li>• Listen to ideas and follow their instructions</li> <li>• Control my feelings when winning or losing – but remain determined in a controlled way</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Choose my own music, style and dance</li> <li>• Explain complicated rules</li> <li>• Apply rules to fairly manage a game the others are playing</li> <li>• Evaluate performances and offer solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate well with others – and explain why we should play fairly, friendly and caring</li> <li>• Lead by example</li> <li>• Understand the importance of fair play</li> <li>• Use positive and supportive language when playing with or against others</li> </ul>

\*1 School games values – Teamwork, Self-Belief, Respect, Passion, Honesty and Determination