

New Physical Education Objectives – Academic Year 2021/2022

These are the objectives for PE.

Health and Fitness					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Games					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Develop a backhand technique and use it in a game.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p>

<p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Run at different speeds. Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p>	<p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to catch a ball.</p> <p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p>	<p>Practise the correct batting technique and use it in a game.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Catch with increasing control.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop an effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control. .</p> <p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Develop different ways of throwing and catching.</p> <p>Move with the ball using a range of techniques showing control and fluency.</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>Make the best use of space to pass and receive the ball.</p>	<p>Practise techniques for all strokes.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Keep and win back possession of the ball effectively in a team game.</p> <p>Demonstrate an increasing awareness of space.</p>	<p>Understand how to serve in order to start a game.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p>
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<p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Understand the importance of rules in games.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p> <p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game. Lead others during a game.</p>
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Dance

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Copy and repeat actions.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus.	Begin to improvise with a partner to create a simple dance.	Compose a dance that reflects the chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.

<p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> <p>Perform and create sequences with fluency and expression.</p>	<p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p>
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			Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Gymnastics					
Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Create and perform a movement sequence. Copy actions and movement sequences	Copy, explore and remember actions and movements to create their own sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme.	Select ideas to compose specific sequences of movements, shapes and balances.	Create their own complex sequences involving the full range of actions and movements: travelling,

with a beginning, middle and end.	Link actions to make a sequence.	Link combinations of actions with increasing confidence, including changes of direction, speed or level.	Move with clarity, fluency and expression.	Adapt their sequences to fit new criteria or suggestions.	balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.
Link two actions to make a sequence.	Travel in a variety of ways, including rolling.	Develop the quality of their actions, shapes and balances.	Show changes of direction, speed and level during a performance.	Perform jumps, shapes and balances fluently and with control.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	Move with coordination, control and care.	Travel in different ways, including using flight.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Confidently use equipment to vault and incorporate this into sequences.
Travel in different ways, changing direction and speed.	Jump in a variety of ways and land with increasing control and balance.	Use turns whilst travelling in a variety of ways.	Improve the placement and alignment of body parts in balances.	Use equipment to vault in a variety of ways.	Apply skills and techniques consistently, showing precision and control.
Hold still shapes and simple balances.	Climb onto and jump off the equipment safely.	Use a range of jumps in their sequences.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Confidently use equipment to vault in a variety of ways.	Develop strength, technique and flexibility throughout performances.
Carry out simple stretches.	Move with increasing control and care.	Begin to use equipment to vault.	Begin to develop good technique when travelling, balancing and using equipment.	Apply skills and techniques consistently.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.
Carry out a range of simple jumps, landing safely.	Perform sequences of their own composition with coordination.	Create interesting body shapes while holding balances with control and confidence.	Develop strength, technique and	Develop strength, technique and flexibility throughout performances.	
Move around, under, over, and through different objects and equipment.	Perform learnt skills with increasing control.	Begin to show flexibility in movements.			
Begin to move with control and care.					

<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>		<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>flexibility throughout performances.</p> <p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Combine equipment with movement to create sequences.</p> <p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances and evaluate these.</p>
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Athletics

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction</p>	<p>Run at different paces, describing the different paces.</p> <p>Travel at different speeds.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trailing leg and lead leg action</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Work as a team to competitively perform a relay.</p>

<p>when jogging or sprinting.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p>Throw different types of equipment in</p>	<p>when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Land safely and with control.</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Watch, describe and evaluate the</p>	<p>to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>
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<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>		<p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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Outdoor Adventurous Activities

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
		<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Communicate clearly with other people in a team, and with other teams.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps,</p>

		<p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others.</p>	<p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Begin to use navigation equipment to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communicate clearly and effectively with others.</p>	<p>compasses) to improve the trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communicate clearly and effectively with others when under pressure.</p>
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				Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation.
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Swimming

These objectives will be added as a new subject on Insight. They will not be part of the Insight PE objectives, sitting outside of the PE curriculum objectives.

These objectives will not be sorted by year group. They are objectives to be met by the end of KS2. Therefore, these objectives can be updated by any teacher after their class has had swimming lessons.

The first statements show what children have/have not achieved. This can be updated at any point, after swimming lessons have taken place. The final objective is an amalgamation of all the above objectives. This objective will only be completed when **ALL** other objectives have been completed/achieved by the child. This will help by giving us one definitive objective when it comes to reporting how many children have met the swimming standards.

Swimming
<ul style="list-style-type: none"> • Can swim confidently over 25m. • Can swim unaided over 25m. • Can swimming using front crawl. • Can swim using backstroke. • Can swim using breaststroke. • Can perform self-rescue in different water-based situations. <ul style="list-style-type: none"> • Can swim 25m, use a variety of strokes effectively and perform self-rescue in water-based situations.

