



PE Objectives - Year 1

Hands		Head
Gymnastics	<ol style="list-style-type: none"> 1. The learner can <u>bounce, hop, spring</u> and <u>jump</u> using a variety of <u>take offs</u> and <u>landings</u>. 2. The learner can demonstrate different <u>stretched balances</u> to show <u>wide</u> and <u>narrow</u> body shapes. 3. The learner can select and <u>link together three</u> different <u>movements</u>. 4. The learner can <u>transfer</u> work safely from the floor to the <u>apparatus</u>. 5. The learner can <u>spin, rock, roll</u> and <u>turn</u> with <u>control</u> on <u>various</u> parts of the <u>body</u>. 	<ul style="list-style-type: none"> • The learner <u>compares</u> and <u>evaluates</u> their own performances [3, 6, 8, 17]. • The learner <u>compares</u> and <u>evaluate</u> the performance of others. • The learner knows what they need to do to <u>improve</u> their performance [5, 7, 8, 12, 14, 16]. • The learner knows and <u>understands</u> the fundamentals of the skills and rules required [1, 2, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16]. • The learner understands <u>how to apply</u> the skills they know [3, 7, 8, 9, 12, 13, 14, 17]. • The learner can extend their agility, balance and coordination, individually and with others [1, 2, 5, 8, 13]. • The learner can participate in team games, developing simple tactics for attacking and defending [12, 17]. • The learner can master basic movements including running, jumping, throwing and catching 1, 9, 13, 14, 15].
Dance	<ol style="list-style-type: none"> 6. The learner can <u>respond</u> to a range of stimuli. 7. The learner can <u>communicate</u> their <u>ideas</u> through dance and unfold a character or story. 8. The learner can choose <u>appropriate movements</u> to show recognition of different <u>rhythms, dynamics</u> and <u>relationships</u>. 	
Games	<ol style="list-style-type: none"> 9. The learner <u>knows</u> and can <u>show</u> different ways of <u>using a ball</u> including with a bat. 10. The learner can <u>skip with a rope</u>. 11. The learner <u>understands how to use apparatus</u> safely for its intended purpose. 12. The learner can <u>use and develop their sending, receiving and travelling with skills</u> in games. 	
Athletics	<ol style="list-style-type: none"> 13. The learner demonstrates basic jumps and can make up simple combinations with a partner. 14. The learner can move at different speeds and change direction with a pivot action. 15. The learner can use both underarm and overarm throws with increasing accuracy. 	
Fundamental movement	<ol style="list-style-type: none"> 16. The learner become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 17. The learner begins to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	
Heart		
<ul style="list-style-type: none"> • The learner demonstrates the ability to communicate with others. • The learner demonstrates the ability to work with other children (collaborate). • The learner demonstrates the ability to compete with other children whilst showing good sporting values. • The learner shows enthusiasm and commitment to the topic. 		

PE Objectives - Year 2

Hands		Head
Gymnastics	<ol style="list-style-type: none"> 1. The learner can <u>travel</u> at different <u>heights</u>, different <u>speeds</u> and different <u>directions</u>. 2. The learner can <u>balance</u> confidently on different body parts. 3. The learner can <u>link movements</u> to create a <u>sequence</u>. 4. The learner can perform a limited range of skills <u>with a partner</u>. 5. The learner can <u>turn</u>, <u>spin</u> and <u>twist</u> different body parts with <u>control</u> and <u>co-ordination</u>. 	<ul style="list-style-type: none"> • The learner <u>compares</u> and <u>evaluates</u> their own performances [3, 6, 7, 12, 19]. • The learner <u>compares</u> and <u>evaluate</u> the performance of others [4, 16]. • The learner knows what they need to do to <u>improve</u> their performance [6, 7, 10, 12, 13, 18, 19]. • The learner knows and <u>understands</u> the fundamentals of the skills and rules required [1, 2, 5, 8, 9, 10, 14, 15, 18]. • The learner understands <u>how to apply</u> the skills they know [3, 4, 6, 7, 8, 11, 14]. • The learner can extend their agility, balance and coordination, individually and with others [3, 4, 5, 7, 11, 16]. • The learner can participate in team games, developing simple tactics for attacking and defending [16, 20]. • The learner can master basic movements including running, jumping, throwing and catching [8, 9, 14, 15, 17, 18, 19].
Dance	<ol style="list-style-type: none"> 6. The learner can demonstrate <u>change</u> and <u>vary</u> their movements to <u>convey emotions</u>. 7. The learner can <u>copy</u> and <u>perform simple movements/rhythmic patterns</u> and respond to stimuli 8. The learner can use <u>different levels of speed, direction and levels</u>. 	
Games	<ol style="list-style-type: none"> 9. The learner can <u>throw, catch and bounce balls</u> when standing still and moving. 10. The learner can <u>develop and apply skills</u> relevant to specific games. 11. The learner can <u>remember, repeat and link combinations</u> of skills in a game. 12. The learner can <u>use and vary simple tactics</u>. 13. The learner can <u>improve the co-ordination, control and consistency</u> of their actions. 	
Athletics	<ol style="list-style-type: none"> 14. The learner can demonstrate a range of take-offs and landings and combine some of them into patterns of jumping. 15. The learner can show the difference between running at speed and jogging and be able to maintain a steady rhythm. 16. The learner can take part in a relay activity. 17. The learner can throw with increasing accuracy using a variety of games equipment. 18. The learner can use different techniques for running, jumping and throwing. 	
Fundamental movement	<ol style="list-style-type: none"> 19. The learner becomes competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 20. The learner engages in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 	
Heart		
<ul style="list-style-type: none"> • The learner demonstrates the ability to communicate with others. • The learner demonstrates the ability to work with other children (collaborate). • The learner demonstrates the ability to compete with other children whilst showing good sporting values. • The learner shows enthusiasm and commitment to the topic. 		

PE Objectives - Year 3

Hands		Head
Gymnastics	<ol style="list-style-type: none"> 1. The learner understands and can <u>use</u> change of <u>front</u> and <u>direction</u>. 2. The learner can <u>travel</u> and <u>jump</u> <u>fluently</u> and hold <u>balanced</u> positions demonstrating a variety of stretched and curled shapes (transferring and receiving body weight safely) 3. The learner is able to move into and from a range of <u>travelling</u>, <u>jumping</u> and <u>turning</u> movements with <u>control</u> and <u>accuracy</u>. 4. The learner can understand and <u>identify</u> <u>asymmetry</u> and <u>symmetry</u>. 5. The learner can identify and <u>use</u> <u>flexible</u> and <u>direct</u> pathways using appropriate movements. 	<ul style="list-style-type: none"> • The learner <u>compares</u> and <u>evaluates</u> their own performances [2, 5, 6, 8, 9, 10, 16]. • The learner <u>compares</u> and <u>evaluate</u> the performance of others [12, 17]. • The learner knows what they need to do to <u>improve</u> their performance [1, 6, 8, 9, 10, 12, 16, 18]. • The learner knows and <u>understands</u> the fundamentals of the skills and rules required [7, 8, 9, 11, 12, 13, 17]. • The learner understands <u>how to apply</u> the skills they know [1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 16, 18]. • The learner can develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement [3, 6, 7, 8, 16]. • The learner can develop flexibility, strength, technique, control and balance [1, 2, 3, 5, 6]. • The learner can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending [12]. • The learner can master basic movements including running, jumping, throwing and catching [1, 2, 3, 14, 15, 16, 18]. • The learner can take part in outdoor and adventurous activity challenges both individually and within a team [19, 20, 21].
Dance	<ol style="list-style-type: none"> 6. The learner can <u>perform</u> dance actions with greater <u>control</u>, <u>fluency</u> and <u>coordination</u>. 7. The learner can <u>improvise</u> using a stimulus to <u>create</u> ideas 8. The learner can <u>shape</u> movements into a whole dance with <u>simple</u> structure. 9. The learner can perform with an <u>awareness</u> of <u>rhythm</u>, <u>dynamic</u> and <u>expressive</u> qualities. 	
Games	<ol style="list-style-type: none"> 10. The learner has <u>consolidated</u> and <u>improved</u> the <u>quality</u> and <u>consistency</u> of their skills. 11. The learner has <u>improved</u> their ability to <u>apply</u> a range of <u>simple</u> tactics. 12. The learner can <u>play</u> small sided games. 13. The learner can <u>use</u> appropriate skills. 14. The learner has <u>developed</u> the range of skills used. 	
Athletics	<ol style="list-style-type: none"> 15. The learner can <u>run</u> at <u>fast</u>, <u>medium</u> and <u>slow</u> speeds and be able to <u>change</u> speeds and <u>direction</u>. 16. The learner can <u>link</u> combinations of <u>jumps</u> with some <u>fluency</u> and <u>control</u>. 17. The learner can <u>confidently</u> take part in a range of <u>relay</u> activities. 18. The learner can <u>throw</u> a range of <u>objects</u> and <u>equipment</u> <u>consistently</u> and <u>accurately</u>. 	
OAA	<ol style="list-style-type: none"> 19. The learner can <u>map</u> colours and common basic symbols. 20. The learner can <u>use</u> <u>maps</u> and <u>diagrams</u> to orientate themselves and successfully navigate around a simple course. 21. The learner can <u>undertake</u> <u>simple</u> orienteering exercises both indoors and in the school grounds. 	
Heart		
<ul style="list-style-type: none"> • The learner demonstrates the ability to communicate with others. • The learner demonstrates the ability to work with other children (collaborate). • The learner demonstrates the ability to compete with other children whilst showing good sporting values. • The learner shows enthusiasm and commitment to the topic. 		

PE Objectives - Year 4

Hands		Head
Gymnastics	<ol style="list-style-type: none"> 1. Learners can identify and use <u>different body parts</u> to <u>balance</u> on and know which combinations produce the most stable basis. 2. The learner understands how different body parts are capable of <u>transferring</u> and <u>receiving</u> body <u>weight</u>. 3. The learner can <u>rotate</u> and <u>roll</u> on different body parts and roll in different directions showing different <u>shapes</u>, <u>speeds</u> and <u>sizes</u>. 4. The learner can move into and from a range of skills with <u>control</u> and <u>accuracy</u> 	<ul style="list-style-type: none"> • The learner compares and evaluates their own performances [6, 7, 8, 11, 13]. • The learner compares and evaluate the performance of others [8, 13]. • The learner knows what they need to do to improve their performance [4, 5, 6, 7, 9, 11, 12]. • The learner knows and understands the fundamentals of the skills and rules required [1, 2, 8, 10, 11]. • The learner can develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement [1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15]. • The learner can develop flexibility, strength, technique, control and balance [1, 2, 3, 4, 5, 15]. • The learner can play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • The learner can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success [10, 11, 12, 15]. • The learner can take part in outdoor and adventurous activity challenges both individually and within a team? [17, 18].
Dance	<ol style="list-style-type: none"> 5. The learner is able to <u>develop</u> simple <u>motifs</u> 6. The learner can <u>perform</u> dances <u>expressing</u> the <u>mood</u> <u>clearly</u> and <u>fluently</u> 7. The learner can <u>remember</u>, <u>refine</u> and <u>repeat</u> dance phrases 8. The learner can <u>structure</u> a dance with a <u>partner</u> 	
Games	<ol style="list-style-type: none"> 9. The learner has <u>consolidated their skills</u> and <u>improved their control</u> and <u>quality</u> of them. 10. The learner can <u>vary their skills</u> and <u>employ them appropriately</u>. 11. The learner can <u>use</u>, <u>adapt</u> and <u>transfer appropriate principles of play</u> and <u>tactics</u>. 12. The learner has <u>developed</u> the <u>range</u> and <u>consistency</u> of their <u>skills</u> in the games played. 13. The learner can <u>play in small games</u> using a <u>variety of formations</u>. 	
Athletics	<ol style="list-style-type: none"> 14. The learner can <u>run</u> at <u>different speeds</u> <u>smoothly</u> and with <u>consistency</u>. 15. The learner can demonstrate different <u>combinations</u> of <u>jumps</u>, showing <u>control</u>, <u>co-ordination</u> and <u>consistency</u>. 16. The learner can <u>throw</u> a <u>range of objects</u> in to a target area using a range of <u>techniques</u> with some <u>accuracy</u> and <u>power</u>. 	
OAA	<ol style="list-style-type: none"> 17. The learner can <u>read a map</u> using more complex keys and symbols to complete a variety of orienteering exercises. 18. The learner can <u>participate</u> in a range of problem solving and adventure games. 	
Heart		
<ul style="list-style-type: none"> • The learner demonstrates the ability to communicate with others. • The learner demonstrates the ability to work with other children (collaborate). • The learner demonstrates the ability to compete with other children whilst showing good sporting values. • The learner shows enthusiasm and commitment to the topic. 		

PE Objectives - Year 5

Hands		Heart
Gymnastics	<ol style="list-style-type: none"> 1. The learner is able to <u>balance</u> on different <u>body parts</u> to create the <u>bridge shapes</u> both as individuals and with a partner. 2. The learner <u>understands</u> and <u>demonstrates five basic jumps</u> showing different <u>shapes</u> and <u>directions</u> in the air and show flight from feet to hands to feet. 3. The learner can <u>identify and use spinning, rotation and rolling</u> around <u>three different axes</u>. 4. The learner <u>adapts, refines and improves</u> specific skills. 5. The learner can <u>transfer flight</u> safely onto apparatus 6. The learner understands that all gymnastic skills use various combinations of <u>pushing, pulling, swinging and gripping</u>. 	<ul style="list-style-type: none"> The learner compares and evaluates their own performances [4, 6, 8, 19]. The learner compares and evaluate the performance of others. The learner knows what they need to do to improve their performance [9, 12, 14, 15]. The learner knows and understands the fundamentals of the skills and rules required [2, 6, 15]. The learner understands how to apply the skills they know [7, 11, 14, 15, 20]. The learner can develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement [1, 2,3, 4, 5, 12, 13 The learner can develop flexibility, strength, technique, control and balance [1, 3, 19]. The learner can play competitive games, modified where appropriate and apply basic principles [11, 12, 13, 14, 15]. The learner can take part in outdoor and adventurous activity challenges both individually and within a team [21, 22, 23].
Dance	<ol style="list-style-type: none"> 7. The learner is able to <u>translate</u> narrative <u>ideas</u> to <u>movement</u>. 8. The learner can show clear changes in <u>mood</u> and <u>dynamics</u> when performing 9. The learner can <u>remember</u> and <u>perform</u> the whole dance 10. The learner can use a variety of <u>rhythm</u> 	
Games	<ol style="list-style-type: none"> 11. The learner <u>applies</u> basic <u>tactics</u> and <u>strategies</u> for <u>attacking play</u>. 12. The learner can <u>develop new skills</u> relevant to specific games. 13. The learner has developed the <u>range</u> and <u>consistency</u> of their <u>skills</u> in games activities. 14. The learner can <u>select</u> and <u>apply skills</u> more <u>consistently</u> in specific activities and games. 15. The learner can <u>select</u> and <u>apply</u> basic <u>principles</u> of games and <u>apply</u> them to <u>different situations</u>. 16. The learner has <u>consolidated</u> their <u>existing skills</u> and is <u>developing new ones</u>. 	
Athletics	<ol style="list-style-type: none"> 17. The learner can <u>run</u> more <u>rhythmically</u> and <u>sustain</u> their <u>pace</u> over longer distances. 18. The learner can <u>throw</u> with greater <u>control</u> and <u>accuracy</u>. 19. The learner can perform a <u>range</u> of <u>jumps</u> showing <u>control</u> and <u>consistency</u>. 20. The learner can demonstrate the <u>basic principles</u> of <u>running</u> (including relays). 	
OAA	<ol style="list-style-type: none"> 21. The learner can <u>plan and organise</u> a simple orienteering trail using a variety of map reading and compass skills. 22. The learner can <u>make more complex route choices</u>. 23. The learner can <u>develop their skills</u> in unfamiliar and varying terrain. 	

Heart

- The learner demonstrates the ability to communicate with others.
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- The learner demonstrates the ability to compete with other children whilst showing good sporting values.
- The learner shows enthusiasm and commitment to the topic.

PE Objectives - Year 6

Hands		Head
Gymnastics	<ol style="list-style-type: none"> 1. The learner is able to <u>match and mirror</u> the movements of their partner. 2. The learner is able to <u>synchronise and canon</u> the movements of their partner. 3. The learner can <u>balance</u> on different body parts using different <u>levels</u> and <u>shapes</u>. 4. The learner can use a variety of clear <u>body shapes</u> when <u>jumping</u>. 5. The learner can use <u>counter balance</u> and <u>counter tension</u> with a partner. 	<ul style="list-style-type: none"> The learner <u>compares</u> and <u>evaluates</u> their own performances [1, 2, 6, 8, 9, 10]. The learner <u>compares</u> and <u>evaluates</u> the performance of others [1, 2, 6, 7]. The learner knows what they need to do to <u>improve</u> their performance. The learner knows and <u>understands</u> the fundamentals of the skills and rules required [3, 4, 6, 9, 10, 11, 14, 16, 18, 19]. The learner can develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement [1, 2, , 6, 7, 8, 9, 10] The learner can develop flexibility, strength, technique, control and balance [3, 6, 16, 18]. The learner can play competitive games, modified where appropriate and apply basic principles [10, 11, 12, 13, 14, 15]. The learner can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success [14, 19]. Can they take part in outdoor and adventurous activity challenges both individually and within a team [20, 21,22]
Dance	<ol style="list-style-type: none"> 6. The learner works <u>creatively</u> and <u>imaginatively</u>, on their own and with a partner. 7. The learner performs expressively and sensitively to accompaniment. 8. The learner can <u>perform</u> set patterns and dances fluently and with control. 9. The learner can <u>create</u> and <u>structure</u> motifs, phrases, sections and whole dances. 	
Games	<ol style="list-style-type: none"> 10. The learner can <u>combine and perform skills</u> more <u>fluently</u>. 11. The learner can <u>use skills</u> appropriately in a game situation. 12. The learner <u>shows consistency and accuracy</u> in their skills. 13. The learner can use <u>attacking and defending strategies</u> more consistently. 14. The learner can apply a range of <u>tactics for attack and defence</u>. 15. The learner can play <u>small sided and modified versions</u> of games. 	
Athletics	<ol style="list-style-type: none"> 16. The learner can <u>throw with greater control, accuracy and efficiency</u>. 17. The learner can <u>sustain their pace</u> over longer distances. 18. The learner can perform a range of jumps showing power, <u>control and consistency</u> at both take off and landing. 19. The learner can demonstrate the <u>basic principles of running</u> (including relays). 	
OAA	<ol style="list-style-type: none"> 20. The learner can <u>plan and navigate</u> a variety of orienteering challenges using map reading and compass skills in unfamiliar settings. 21. The learner can <u>plan and undertake</u> a journey in the outdoors. 22. The learner can <u>participate in</u> the different types of orienteering courses in preparation for competition and participating in the sport of Orienteering. 	

Heart

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- The learner demonstrates the ability to compete with other children whilst showing good sporting values.
- The learner shows enthusiasm and commitment to the topic.

