

National Curriculum objectives for PE

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

At Gawber, we use many ways to assess our children in PE to make sure they are achieving the National Curriculum objectives. The EYFS objectives also meet the Early Learning Goals. We use the Get Set 4 PE assessment criteria for each unit of work to assess pupils' physical ability as well as their social, emotional and thinking outcomes (SET skills).



How we assess PE at Gawber



Formative assessment

This is what our staff do every day. We are constantly checking what children know e.g. asking questions, using thinking thumbs, word waves, tell your partner, perform skills, demonstration of tactics etc. We use examples through modelling for the children so see what is expected from them.



Use of speaking and listening skills

Within our PE lessons, we encourage children to communicate and share their ideas. This enables us to assess what learning has taken place, what knowledge children can remember and the vocabulary they use. It also helps develop children's social skills too.



Filming and photographs

We take lots of photographs and also film children during PE lessons. This can also help show individuals specific targets they need to work on



Special events and class visits

We have many special sporting events to allow our children to demonstrate their PE skills such as 'Hit the ground running', taking part in a fitness session with an Olympic athlete and also attending the numerous class visits that incorporate PE skills.



Intra school competitions

We have mini competitions between groups and classes. We also hold an annual Sports Day where children represent different countries to compete against other pupils in their class.



Inter school competitions

Children are given many opportunities to take part in sporting competitions against other schools both individually and as a team.



Clubs

Gawber offers a wide range of sport based activity clubs each half term. This allows children to explore and develop their skills across a range of sports.



Assessment Criteria Gymnastics



Nursery Unit 1

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

Reception Unit 1

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

Nursery Unit 2

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

Reception Unit 2

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

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.

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.



Assessment Criteria Gymnastics



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 use matching and contrasting actions in a partner sequence.
- I can provide feedback using key words.
- 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.

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.

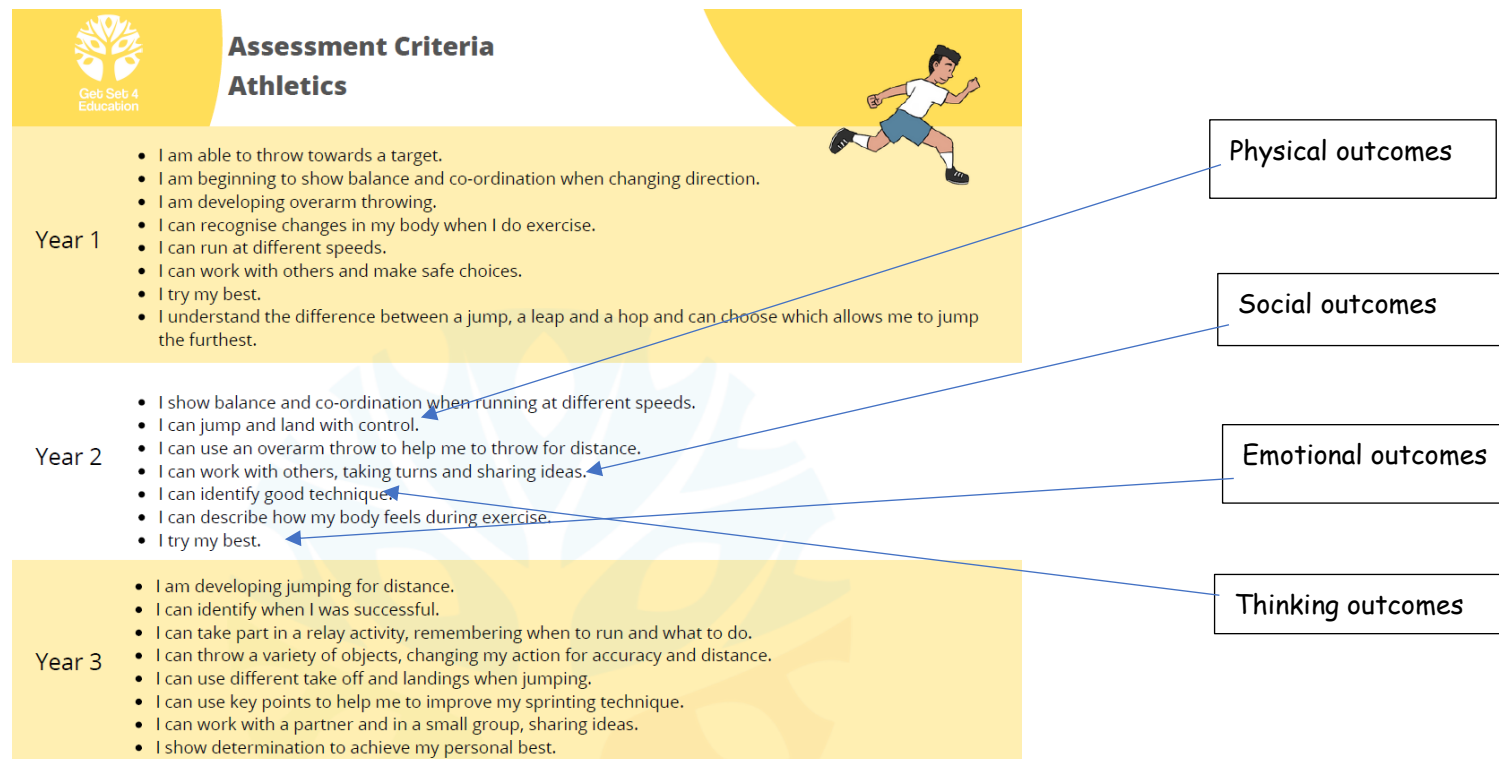
Year 5

- 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.

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.

Each topic in PE is broken down into year groups to enable progression. Within each year group, the assessment criteria is divided into physical outcomes as well as SET outcomes (social, emotional and thinking outcomes).



Working Towards	Expected (Working within)	Greater Depth (working beyond)
Children don't demonstrate all of the objectives for the unit of work. Children can't consistently meet all of the criteria.	Children can consistently meet all of the criteria within the unit of work.	Children can meet all of the criteria and more. This might include children taking on a leadership role within a lesson. Children may use more complex, higher level vocabulary when answering question, giving feedback or during discussions. Children may use a tactic or a strategy during a game that may not have been taught within the lesson.

Teachers can also look at the knowledge and skills progression map in order to make judgments based on previous, current and future outcomes.



Skills

Athletics Progression Ladder

Knowledge



Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.
Jumping: develop power, control and technique in the triple jump.
Throwing: develop power, control and technique when throwing discus and shot put.

Year 6

Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.
Jumping: explore technique and rhythm in the triple jump.
Throwing: Develop technique and power in javelin and shot put.

Year 5

Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.
Jumping: develop technique when jumping for distance.
Throwing: explore power and technique when throwing for distance in a pull and heave throw.

Year 4

Running: develop the sprinting technique and apply it to relay events.
Jumping: develop technique when jumping for distance in a range of approaches and take off positions.
Throwing: explore the technique for a pull throw.

Year 3

Running: develop the sprinting action.
Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.
Throwing: develop overarm throwing for distance.

Year 2

Running: explore running at different speeds.
Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.
Throwing: explore throwing for distance and accuracy.

Year 1

Running: explore running and stopping safely.
Jumping: explore jumping and hopping safely.
Throwing: explore throwing to a target.

EYFS

Games Unit 1 & 2 Fundamentals Unit 1 & 2 Ball Skills Unit 1 & 2

Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.
Jumping: understand that a run up builds speed and power and enables me to jump further.
Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.
Rules: understand and apply rules in events that pose an increased risk.

Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.
Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.
Throwing: know how to transfer my weight in different throws to increase the distance.
Rules: understand and apply rules in a variety of events using official equipment.

Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.
Jumping: understand that transferring weight will help me to jump further.
Throwing: understand that transferring weight will help me to throw further.
Rules: know and understand the rules to be able to manage our own events.

Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.
Jumping: know that if I jump and land quickly it will help me to jump further.
Throwing: understand that the speed of the movement helps to create power.
Rules: know the rules of the event and begin to apply them.

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.
Jumping: know that swinging my arms forwards will help me to jump further.
Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.
Rules: know how to follow simple rules when working with others.

Running: understand that if I swing my arms it will help me to run faster.
Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.
Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.
Rules: know that rules help us to play fairly.

Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.
Jumping: know that bending my knees will help me to land safely.
Throwing: understand that bigger targets are easier to hit.
Rules: know that rules help us to stay safe.

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National Curriculum Objectives	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamental Motor Skills: Fundamentals, fitness and athletics	Knowledge Running: I know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: I know that I can hold my arms out to help me to balance. Jumping: I know that bending my knees will help me to land safely. Hopping: I know that I use one foot to hop. Skipping: I know that if I hop then step that will help me to skip.	Knowledge Running: I know that bending my knees will help me to change direction. I know that if I swing my arms it will help me to run faster. Balancing: I know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: I know that landing on the balls of my feet helps me to land with control. Hopping: I know that I should hop with a soft bent knee. Skipping: I know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.	Knowledge Running: I know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: I know how squeezing my muscles helps me to balance. Jumping and hopping: I know that if I jump and land in quick succession, momentum will help me to jump further. Hopping: I know that if I look straight ahead it will stop me falling over when I land. Skipping: I know that I should swing opposite arm to leg to help me balance when skipping without a rope.	Knowledge Running: I know that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). I know how agility helps us with everyday tasks. Balancing: I know how balance helps us with everyday tasks. Jumping and hopping: I know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: I know that I should turn the rope from my wrists with wide hands to create a gap to step through.	Knowledge Running: I know that keeping my elbows bent when changing direction will help me to stay balanced. Balancing: I know that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: I know that there are different techniques for hopping foot helps to create momentum. Skipping: I know that keeping my chest up helps me to stay balanced.	Knowledge Running: I know that to change direction, I push off my outside foot and turn my hips. Balancing: I know that balance is a skill used in many different activities and everyday life. Jumping and hopping: I know that there are different techniques for different situations. Skipping: I know that people will have varying levels of skipping ability and that I can get better with practice.	Knowledge Running: I know that running develops stamina and speed and both can be improved by training over time. I know that agility requires speed, strength, good balance and co-ordination. Balancing: I know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping: I know when to jump for height or jump for distance in different situations. Skipping: I know that what to do to achieve this.
KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Skills Running: I can explore running and stopping. Explore changing direction safely. Balancing: I can explore balancing whilst stationary and on the move. Jumping: I can begin to explore take-off and landing safely. Hopping: I can explore hopping on both feet. Skipping: I can explore skipping as a travelling action.	Skills Running: I can explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: I can move with some control and balance. Explore stability and landing safely.	Skills Running: I can demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: I can demonstrate balance when performing movements.	Skills Running: I can change direction. Show an increase and decrease in speed. Balancing: I can demonstrate balance when performing other fundamental skills. Jumping and hopping: I can link jumping and hopping actions. Skipping: I can jump and turn a skipping rope.	Skills Running: I can change direction quickly under pressure. I can demonstrate when and how to accelerate and decelerate. Balancing: I can demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: I can link hopping and jumping actions with other fundamental skills. Skipping: I can consistently skip in a rope.	Skills Running: I can demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. Balancing: I can consistently demonstrate good balance when performing other fundamental skills. Jumping and hopping: I can demonstrate good technique and co-ordination when linking jumps.	Skills Running: I can change direction with a fluent action. Transition smoothly between varying speeds. Balancing: I can show fluency and control when travelling, landing, stopping and changing direction. Jumping and hopping: I can demonstrate good technique when jumping and hopping for distance and height.

The teachers use Get Set 4 PE to collate all assessment data. This is then be monitored regularly. Specific searches can be used such as SEND, Pupil Premium etc to check progress.

Mini Monsters	Year 1	KS1	30	Edit	Delete	Assessments	VIEW
Movie Marvels	Year 3	KS2	31	Edit	Delete	Assessments	VIEW
Super Stars	Year 2	KS1	30	Edit	Delete	Assessments	VIEW
The Mad Hatters	Year 4	KS2	31	Edit	Delete	Assessments	VIEW
The Wise Owls	Year 6	KS2	30	Edit	Delete	Assessments	VIEW

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