Subject Specific-Skills: Age-related expectations in Physical Education

Year	Gym	Dance	Games	Outdoor and Adventurous
Nursery	To be able to: • Jump, land and stand • Hold motions • Change motions (jump, hop skip) on request	To be able to: • To follow the timing and beat of music through claps and stamps • Convey emotion through dance • Waves and kick to the music	To be able to: • Raise arms for parachute • Throw and bounce large balls	To be able to: • To balance equipment on body
Reception	To be able to: • Jump from a low level • Tip toe • Hold a pose using different limbs	To be able to:	To be able to: • Standing catches • Retrieve large balls	To be able to: • To balance equipment on body • To run to a given distance
1	To be able to: • Make my body curled, tensed, stretched and relaxed. • Control my body when travelling and relaxing. • Copy sequences and repeat them. • Roll, curl, travel and balance in different ways.	To be able to: • Move to music • Copy dance moves • Perform my own dance moves • Make up a short dance • Move safely in a space	To be able to: • Throw underarm • Hit a ball with a bat • Move and stop safely • Throw and catch a ball with both hands • Throw and kick in different ways.	
2	To be able to: • Plan and perform a sequence of movement. • Improve my sequence based on feedback. • Think of more than one way to create a sequence that follows some 'rules. • Work on my own and with a partner.	To be able to: • Change rhythm, speed, level and direction in a dance. • Dance with control and coordination • Make a sequence by linking sections together, • Use a dance to show a mood or feeling.	To be able to: • Use hitting, kicking and/ or rolling in a game, • Decide the best space to be in during a game. • Use one tactic in a game and follow rules.	
3	To be able to: • Adapt sequences to suit different types of apparatus. • Explain how strength and suppleness affect performance. • Compare and contrast gymnastic sequences.	To be able to: • Improvise feely and translate ideas from a stimulus to a movement. • Share and create phases with a partner and a small group. • Repeat, remember and perform phases.	To be able to: • Throw and catch with control. • Am aware of space and use it to support team mates • Know and use rules fairly	To be able to: • Follow a map in a familiar context • Use clues to follow a route • Follow a route safely
4	To be able to: • Work in a controlled way • Include changes of speed and direction • Include a range of shapes • Work with a partner to create, repeat and improve a sequence with at least 3 phases	To be able to: • Take the lead when working with a group. • Use dance to communicate an idea.	To be able to: • Throw and catch accurately. • Catch with one hand. • Hit a ball accurately with control. • Keep possession of a ball. • Vary tactics and adapt skills depending on the state of the game.	To be able to: • Follow a map in a familiar context. • Follow a route within a time limit.
5	To be able to: • Make complex and extended sequences. • Combine action, balance and shape. • Perform consistently to audiences.	To be able to: • Compose my own dances in a creative way. • Perform to an accompaniment. • Show clarity, fluency, accuracy and consistency through my own dance.	To be able to: • Gain possession, working in a team. • Pass in different ways and use a number of different techniques to pass, dribble, shoot. • Use backhand and forehand with a racquet. • Choose a tactic for attacking and defending.	To be able to: • Follow a map in an unknown location. • Use clues and compass to navigate a route. • Change my route to overcome a problem. • Use new information to change my route.
	To be able to:	To be able to:	To be able to:	To be able to:

6	• Combine my own work with that of others. • Link sequences to specific things,	• Develop sequences in a specific style • Choose my own music and style.	• Play to agreed rules • Explain rules, and umpire. • Lead others in a games situation.	• Plan a route and a series of clues for someone else. • Plan with others, taking account of safety and danger.