

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

| Year | Gym | Dance | Games | Outdoor and Adventurous |
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| 1 | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • Move to music • Copy dance moves • Perform my own dance moves • Make up a short dance • Move safely in a space | <p>To be able to:</p> <ul style="list-style-type: none"> • 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 | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • 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 | <p>To be able to:</p> <ul style="list-style-type: none"> • Adapt sequences to suit different types of apparatus. • Explain how strength and suppleness affect performance. • Compare and contrast gymnastic sequences. | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • Throw and catch with control. • Am aware of space and use it to support team mates. • Know and use rules fairly | <p>To be able to:</p> <ul style="list-style-type: none"> • Follow a map in a familiar context • Use clues to follow a route • Follow a route safely |
| 4 | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • Take the lead when working with a group. • Use dance to communicate an idea. | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • Follow a map in a familiar context. • Follow a route within a time limit. |
| 5 | <p>To be able to:</p> <ul style="list-style-type: none"> • Make complex and extended sequences. • Combine action, balance and shape. • Perform consistently to audiences. | <p>To be able to:</p> <ul style="list-style-type: none"> • Compose my own dances in a creative way. • Perform to an accompaniment. • Show clarity, fluency, accuracy and consistency through my own dance. | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. | <p>To be able to:</p> <ul style="list-style-type: none"> • 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. |
| 6 | <p>To be able to:</p> <ul style="list-style-type: none"> • Combine my own work with that of others. • Link sequences to specific things, | <p>To be able to:</p> <ul style="list-style-type: none"> • Develop sequences in a specific style, • Choose my own music and style. | <p>To be able to:</p> <ul style="list-style-type: none"> • Play to agreed rules • Explain rules, and umpire. • Lead others in a games situation. | <p>To be able to:</p> <ul style="list-style-type: none"> • Plan a route and a series of clues for someone else. • Plan with others, taking account of safety and danger. |