Delph Primary School – Yearly Objectives and Progression Grid Subject: PE

Year group	Yearly Objectives	Progression / curriculum coverage / approach to objectives
Year 1	Games I can throw underarm. I can hit a ball with a bat. I can move and stop safely. I can throw and catch with both hands. I can throw and kick in different ways. Gymnastics I can make my body curled, stretched, tense and relaxed. I can control my body when travelling and balancing. I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. Dance I can move to music I can copy dance moves. I can perform my own dance moves. I can make up a short dance. I can move safely in a space. General I can copy actions. I can repeat actions and skills. I can move with control and care. I can use equipment safely.	• Cyberdance • Dance linked to RE – How does different music make us feel? Make movements according to the way the music makes you feel. • Pirate dance • Team games – pirate teams • Create a journey to space using dance and music • Dance/movement based on the growth of a seed to a plant or tree and how it changes over the seasons • Local dance – Morris/sword dancing • African dance • Create a dance about the journey of a postman
Year 2	Games I can use hitting, kicking and/or running in a game. I can decide the best space to be in during a game. I can use one tactic in a game. I can follow rules. Gymnastics I can plan and perform a sequence of movements.	• Tudor dancing • Rocket themed dance with sports coach • Parts high and low gym • Throwing catching and inventing games • Fireworks shapes dance (make their own) • Movement patterns in dance • Drama

	I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner. <u>Dance</u> I can change rhythm, speed, level and direction in my dance. I can dance with control and coordination. I can make a sequence by linking sections together. I can use dance to show a mood or a feeling. <u>General</u> I can copy and remember actions. I can talk about what is different from what I did and what someone else did.	• Mastering basic movements e.g. running, jumping, throwing and catching • Learn about traditionally British sports e.g. rugby, cricket and rounders. • African animal dancing • Tag rugby • Large apparatus • Research sporting heroes as part of sports week.
Year 3	<u>Games</u> I can throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use riles fairly. <u>Gymnastics</u> I can adapt sequences to suit different types of apparatus and criteria. I can explain how strength and suppleness affect performance. I can compare and contrast gymnastic sequences. <u>Dance</u> I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group. I can repeat, remember and perform phrases. <u>Athletics</u> I can run at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do. <u>Outdoor and adventurous</u> I can follow a map in a familiar context.	• Netball, hockey and football • Team building games • Swimming • Apparatus • African dancing • Forest school • Orienteering • Diamond cricket • Rounders • Athletics over sports week •

	I can use clues to follow a route. I can follow a route safely.	
Year 4	<u>Games</u> I can catch with one hand. I can throw and catch accurately. I can hit a ball accurately with control. I can keep possession of the ball. I can vary tactics and adapt skills depending on what is happening in a game. <u>Gymnastics</u> I can work in a controlled way. I can indulge change of speed and direction. I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases. <u>Dance</u> I can take the lead when working with a partner or group. I can use dance to communicate an idea. <u>Athletics</u> I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. <u>Outdoor and adventurous</u> I can follow a map in a (more demanding) familiar context. I can follow a route within a time limit.	• Invasion games • Swimming • Dodgeball • Benchball • Film dance for fashion topic • Football • Badminton • Aerobic dance and fitness
Year 5	<u>Games</u> I can gain possession by working as a team. I can pass in different ways I can use forehand and backhand with a racket. I can field. I can choose a tactic for defending and attacking. I can use a number of techniques to pass, dribble and shoot.	• Netball, hockey and football • Control, balance, fitness, strength and stamina in circuits • Orienteering in and around school • Long distance running/cross country • Egyptian dance • Swimming • Rounders

	Gymnastics I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. Dance I can compose my own dances in a creative way. I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. Athletics I am controlled when taking off and landing. I can throw with accuracy. I can combine running and jumping. Outdoor and adventurous I can follow a map in an unknown location. I can use clues and a compass to navigate a route. I can change my route to overcome a problem. I can use new information to change my route.	• Cricket • Tennis
Year 6	Games I can play to agreed rules. I can explain rules. I can umpire. I can make a team and communicate a plan. I can lead others in a game situation Gymnastics I can combine my own work with that of others I can link sequences to specific timings Dance I can develop sequences in a specific style I can choose my own music and style. Athletics I can demonstrate stamina. Outdoor and adventurous I can plan a route and a series of clues for someone else. I can plan with others taking account of safety and danger.	• Gymnastics – creating sequencing/more complex • Games – invasion games • Dance – creating sequences • Net games • Capoeira dance • Striking and fielding games • Adventure games • Athletics • Swimming