

Curriculum Goals – Physical Education



Year 1

Autumn Term
I can help praise and encourage others in their learning.
I can work sensibly with others, taking turns and sharing.
I can ask for help when appropriate.
I can work on simple tasks by myself.
I can follow instructions and practise safely.

Spring Term
I can begin to select and link movements together to fit a theme.
I can begin to compare my movements and skills with those of others.
I can explore and describe different movements.
With help, I can recognise similarities and differences in performances.
I can name some things I am good at.
I can understand and follow simple rules.

Summer Term
I can begin to use equipment appropriately and move and land safely.
I can begin to say how my body feels before, during and after exercise.
I am aware why exercise is important for good health.
I can begin to perform a range of skills or with some control and consistency.
I can perform a small range of skills and link two movements together.
I can perform a single skill or movement with some control.

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Year 2

Autumn Term
I can try several times if at first I don't succeed.
I can ask for help when appropriate.
I can work on simple tasks by myself.
I can follow instructions and practise safely.
I can begin to show patience and support others listening carefully to them about our work.
I can help praise and encourage others in their learning.
I can work sensibly with others, taking turns and sharing.

Spring Term
I can select and link movements together to fit a theme.
I can begin to compare my movements and skills with those of others.
I can explore and describe different movements.
I can begin to order my instructions, movements and skill.
I can explain why someone is working or performing well.
With help I can recognise similarities and differences in performance.
I can name some things I am good at.

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Summer Term
I can use equipment appropriately and move and land safely.
I can say how my body feels before, during and after exercise.
I am aware of why exercise is important for good health.
I can perform a sequence of movements with some changes in level, direction or speed.
I can perform a range of skills with some control and consistency.
I can perform a range of small skills and link two movements together.

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Year 3

Autumn Term
I am happy to show and tell others about my ideas.
I show patience and support others listening carefully to them about our work.
I can help, praise and encourage others in their learning.
I have begun to cope well and react positively when things become difficult.
I have begun to challenge myself.
I know where I am in my learning.
I try several times if at first I don't succeed.

Spring Term
I can recognise similarities and differences in movement and expression.
I can make up my own rules and versions of activities.
I can respond differently to a variety of tasks.
I can select and link movements together to fit a theme.
I can begin to use my awareness of space and others to make good decisions.
I can explain what I am doing well and have begun to identify areas for improvement.
I can begin to order instructions, movements and skills.

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Summer Term
I can begin to record and monitor how hard I am working
I can explain why I need to warm up and cool down.
I can describe how and why my body changes during and after exercise.
I can use equipment appropriately and move and land safely.
I can perform and repeat longer sequences with clear shapes and controlled movement.
I can select and apply a range of skills with good control and consistency.
I can perform a sequence of movements with some changes in level, direction or speed.

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Year 4

Autumn Term
I can persevere with a task and improve my performance through regular practise.
I cope well and react positively when things become difficult.
I have begun to challenge myself.
I know where I am with my learning.
I can cooperate well with others and give helpful feedback.
I can help organize roles and responsibilities and guide a small group through a task.
I am happy to show and tell others about my ideas.

Spring Term
I can identify specific parts of performance to work on.
I can understand ways (criteria) to judge performance.
I can use my awareness of space and others to make good decisions.
I can explain what I am doing well and have begun to identify areas for improvement.
I can link actions and develop sequences of movements that express my own ideas.
I can change tactics, rules or tasks to make activities more challenging.
I can recognise similarities and differences in movements and expression.
I can make up my own rules and variations for the game.

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Summer Term
I can perform a variety of movements and skills with good body tension.
I can link action together so that they flow.
I can perform and repeat longer sequences with clear shapes and controlled movement.
I can describe the basic fitness components.
I can explain how often and how long I should exercise to be healthy.
I can record and monitor how hard I am working.
I can explain why we need warm up and cool down.

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Year 5

Autumn Term
I can develop methods to outwit opponents.
I can recognise and suggest patterns of play which will increase chances of success.
I have a clear idea of how to develop my own and other's work.
I can identify specific parts of a performance to work on.
I can respond imaginatively to different situations.
I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.
I can link actions and develop sequence of movements that express my own ideas.

Spring Term
I can negotiate and collaborate appropriately.
I can give and receive sensitive feedback to improve myself and others.
I can cooperate with others and give helpful feedback.
I can use a combination of skill confidently in sport specific contexts.
I can perform a range of skills fluently and accurately in practise situations.
I can perform a variety of movements and skills with good body tension.

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Summer Term
I can self-select and perform appropriate warm-up and cool down activities.
I can identify possible dangers when planning an activity.
I can describe the basic fitness components.
I can see all new challenges as opportunities to learn and develop.
I can recognise my strengths and weaknesses and can set myself appropriate targets.
I can persevere with a task and improve my performance through regular practise.

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Year 6

Autumn Term
I review, analyse, and evaluate my own and other's strengths and weaknesses.
I can read and react to different situations as they develop.
I can recognise and suggest patterns of play which will increase chances of success.
I can effectively disguise what I am about to do next.
I can use variety and creativity to engage in an audience.
I can respond imaginatively to different situations.
I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.

Spring Term
I can involve others and motivate those around me to perform better.
I can negotiate and collaborate appropriately.
I can give and receive sensitive feedback to improve myself and others.
I can effectively transfer skills and movements across a range of activities and sports.
I can perform a variety of skills consistently and effectively in challenging or competitive situations.
I can use a combination of skill confidently in sport specific contexts and perform accurately.

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Summer Term
I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.
I can plan and follow my own basic fitness programme.
I can self-select and perform appropriate warm-up and cool down activities.
I can identify possible dangers when planning an activity.
I can create my own learning plan and revise it when necessary.
I can accept critical feedback and make changes.
I can recognise my strengths and weaknesses and can set myself appropriate targets.