



PE End of Year Expectations

Nursery

Birth to Three

- Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.
- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).

Three & Four Year Olds

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width

Reception

Early Learning Goal

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Year 1

Personal

- To work on simple tasks by myself.
- To follow instructions and practise safely.

Social

- To work sensibly with others, taking turns and sharing.

Cognitive

- To name things that they are good at.
- To understand and follow simple rules.

Creative

- To explore and describe different movements.

Physical

- To perform a small range of skills and link two movements together.
- To perform a single skill or movement with some control.

Health and Fitness

- To be aware of why exercise is important for good health.

Year 2

Personal

- To try several times if at first they don't succeed and ask for help when appropriate.

Social

- To help, praise and encourage others in their learning



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Cognitive

- With help, to recognise similarities and differences in performance.
- To explain why someone is working or performing well.

Creative

- To select and link movements together to fit a theme.
- To begin to compare movements and skills with those of others.

Physical

- To perform a sequence of movements with some changes in level, direction or speed.
- To perform a range of skills with some control and consistency.

Health and Fitness

- To use equipment appropriately and move and land safely.
- To say how the body feels before, during and after exercise.

Year 3

Personal

- To know where they are with their learning.
- To begin to challenge themselves.

Social

- To be happy to show and tell others about ideas.
- To show patience and support others listening carefully about their work.

Cognitive

- To begin to identify areas for improvements.
- To explain what they are doing well.

Creative

- To respond differently to a variety of tasks.
- To make up own rules and versions of activities.

Physical

- To select and apply a range of skills with good control and consistency.
- To perform and repeat longer sequences with clear shapes and controlled movement.

Health and Fitness

- To explain the importance of a warm-up and cool down.
- To explain how and why the body changes during and after exercise.
- To use equipment appropriately and move and land safely.

Year 4

Personal

- To continue to challenge
- To know their learning point

Social

- To show and tell others about ideas
- To show patience and support others

Cognitive

- To explain what they are doing well and to begin to identify areas for improvement.

Creative

- To recognise similarities and differences in movements and expression.
- To make up rules and versions of activities.

Physical

- To select and apply a range of skills with good control and consistency.



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Health and Fitness

- To explain the importance of a warm-up and cool down.
- To explain how and why the body changes during and after exercise.

Year 5

Personal

- To persevere with prompting with a task and improve performance through regular practice
- To cope well and react positively when things become difficult

Social

- To help organise roles and responsibilities and guide a small group through a task
- To cooperate well with others and give scaffolded feedback

Cognitive

- To develop the awareness of space and others to make good decisions
- To begin to understand ways (criteria) to judge performance

Creative

- With support, change tactics, rules or tasks to make activities more fun or more challenging
- To develop sequences that express ideas

Physical

- Ability to link actions together so that they flow
- To develop a variety of movements and skills with good body tension.

Health and Fitness

- With support, record and monitor learning
- To understand how often and how long exercise must be carried out to be healthy
- To understand the basic fitness components

Year 6

Personal

- To independently persevere with a task and improve performance through regular practice
- To react positively when things become difficult, showing resilience.

Social

- To organise roles and responsibilities and guide a small group through a task
- To cooperate well with others and give independent peer feedback

Cognitive

- To use the awareness of space and others to make good decisions
- To understand ways (criteria) to judge performance

Creative

- To change tactics, rules or tasks to make activities more fun or more challenging
- To develop sequences that express ideas purposefully

Physical

- To link actions together, showing clear sequencing
- To successfully perform a variety of movements and skills with good body tension.

Health and Fitness

- To record and monitor learning
- To explain and discuss how often and how long exercise must be carried out to be healthy
- To explain the basic fitness components



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