

## Jesse Gray Primary School PE Standards Map

YEAR GROUP	EXPECTED STANDARD (AT)	GREATER DEPTH (GD)
<b>FS2</b>	<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively.</li> <li>Children know the importance for good health of physical exercise.</li> </ul>	<p>Learning can be transferred and applied to different contexts.</p> <p>Pupils can explain their understanding to others.</p>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities.</li> <li>They describe and comment on their own and others' actions.</li> <li>They talk about how to exercise safely, and how their bodies feel during an activity.</li> </ul>	<ul style="list-style-type: none"> <li>Learning can be transferred and applied to different contexts.</li> <li>Pupils can explain their understanding to others.</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities.</li> <li>They begin to show some understanding of simple tactics and basic compositional ideas.</li> <li>They talk about differences between their own and others' performance and suggest improvements.</li> <li>They understand how to exercise safely, and describe how their bodies feel during different activities.</li> </ul>	<ul style="list-style-type: none"> <li>Learning can be transferred and applied to different contexts.</li> <li>Pupils can explain their understanding to others.</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.</li> <li>They show that they understand tactics and composition by starting to vary how they respond.</li> <li>They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance.</li> <li>They give reasons why warming up before an activity is important, and why physical activity is good for their health.</li> </ul>	<ul style="list-style-type: none"> <li>Learning can be transferred and applied to different contexts.</li> <li>Pupils can explain their understanding to others.</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency.</li> <li>They understand tactics and composition.</li> <li>They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.</li> <li>They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.</li> </ul>	<ul style="list-style-type: none"> <li>Learning can be transferred and applied to different contexts.</li> <li>Pupils can explain their understanding to others.</li> </ul>

<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</li> <li>• When performing, they draw on what they know about strategy, tactics and composition.</li> <li>• They analyse and comment on skills and techniques and how these are applied in their own and others' work. They modify and refine skills and techniques to improve their performance.</li> <li>• They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning can be transferred and applied to different contexts.</li> <li>• Pupils can explain their understanding to others.</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>• Pupils select and combine skills, techniques and ideas. They apply them in ways that suit the activity, with consistent precision, control and fluency.</li> <li>• When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses.</li> <li>• They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance, and suggest ways to improve.</li> <li>• They explain how to prepare for, and recover from, the activities. They explain how different types of exercise contribute to their fitness and health and describe how they might get involved in other types of activities and exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning can be transferred and applied to different contexts.</li> <li>• Pupils can explain their understanding to others.</li> </ul>