



Sunnybrow Primary School

PESSPA

End of Year Expectations



PESSPA End of Year Expectations	
EYFS	
Objectives	
Fine Motor	<ol style="list-style-type: none"> 1) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; 2) Use a range of small tools, including scissors, paint brushes and cutlery; 3) Begin to show accuracy and care when drawing.
Games Gross Motor	<ol style="list-style-type: none"> 1) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) 2) Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) 3) I can negotiate space and obstacles safely, with consideration for myself and others. (PD: ELG) 4) I can demonstrate my strength, balance and coordination. (PD: ELG) 5) I can move energetically, when running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)
Gymnastics	<ol style="list-style-type: none"> 1) Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception) 2) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception) 3) Combine different movements with ease and fluency. (PD: Reception) 4) Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) 5) Demonstrate strength, balance and coordination when playing. (PD: ELG) 6) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)
Dance	<ol style="list-style-type: none"> 1) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) 2) Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) 3) Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) 4) Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) 5) Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) 6) Combine different movements with ease and fluency. (PD: Reception) 7) Develop overall body strength, balance, coordination and agility. (PD: Reception)



Year 1	
Curriculum Objectives	
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ol style="list-style-type: none"> 1) I can throw underarm and overarm. 2) I can catch a ball. 3) I can bounce a ball 4) I can roll a ball in a game. 5) I can travel with a ball in different directions. 6) I can pass the ball to another player in a game. 7) I can run at different speeds 8) I can perform a straight jump 9) I can perform a movement sequence 10) I can travel by tip-toeing, stepping, jumping and hopping.
Participate in team games, developing simple tactics for attacking and defending	<ol style="list-style-type: none"> 1) I can follow simple rules to play games. 2) I can dodge to get past an opponent. 3) I can defend a space.
Perform dances using simple movement patterns.	<ol style="list-style-type: none"> 1) I can repeat actions 2) I can put a sequence of at least 3 actions together. 3) I can change the speed of my actions.



Year 2	
Curriculum Objectives	
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<ol style="list-style-type: none"> 1) I can strike a ball with control towards a target. 2) I can throw different types of equipment (balls, beanbags, hoops, rings) in different ways (underarm and overarm). 3) I can throw, catch and bounce a ball with a partner. 4) I can throw a ball over a marked distance. 5) I can throw underarm and overarm. 6) I can bounce and kick a ball while moving. 7) I can change speed and direction while running. 8) I can copy actions and movements to create a sequence. 9) I can link actions to make a sequence. 10) I can balance with a partner. 11) I can perform a rocking forward roll.
Participate in team games, developing simple tactics for attacking and defending	<ol style="list-style-type: none"> 1) I understand the word attacking. 2) I understand the word defending. 3) I can follow the rules in games.
Perform dances using simple movement patterns.	<ol style="list-style-type: none"> 1) I can copy actions 2) I can repeat actions 3) I can change the speed of my actions. 4) I can use different transitions in a sequence. 5) I can perform my own routine.



Year 3	
Curriculum Objectives	
Use running, jumping, throwing and catching in isolation and in combination	<ol style="list-style-type: none"> 1) I can throw a ball with control 2) I can throw with accuracy 3) I can catch a ball in a game 4) I can throw a ball in different ways (high, low, fast, slow) 5) I can bowl underarm 6) I can use 2 different ways of travelling in a game (know when to jog, spring, walk). 7) I can find a space and move into it.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<ol style="list-style-type: none"> 1) I can successful hit and strike a ball with a chosen piece of equipment. 2) I can practice the correct batting technique in a striking and fielding game. 3) I can strike the ball over a given distance. 4) I can use fielding skills to stop a ball from travelling past me. 5) I can play a striking and fielding game fairly. 6) I understand the term invasion and what it means.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<ol style="list-style-type: none"> 1) I can link combinations of actions with different directions, speeds or levels. 2) I can use turns whilst traveling in a variety of ways. 3) I can use jumps including, star, straddle, pike, straight. 4) I can travel by skipping, tiptoe, step and jump 5) I can balance on apparatus.
Perform dances using a range of movement patterns	<ol style="list-style-type: none"> 1) I can create movements from different stimulus (music, pictures). 2) I can improvise with a partner to create a simple dance.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ol style="list-style-type: none"> 1) I can describe how my performances have changed.



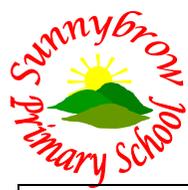


	Year 4
Curriculum Objectives	
Use running, jumping, throwing and catching in isolation and in combination	<ol style="list-style-type: none"> 1) I can use a bat o hit a ball with accuracy and control. 2) I can use a racquet to hit or shuttlecock with accuracy and control. 3) I can use a stick (hockey) to hit a ball with accuracy and control. 4) I can accurately serve underarm 5) I can strike a moving ball 6) I can strike a stationary ball. 7) I can kick a moving ball towards a target 8) I can move with the ball using a range of techniques showing control and fluency.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<ol style="list-style-type: none"> 1) I can pass the ball with speed. 2) I can pass the ball with accuracy. 3) I can move from one space to another. 4) I adapt rules to alter small games. 5) I can change a tactic in a game.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<ol style="list-style-type: none"> 1) I can create a sequence of actions. 2) I can show changes of direction and speed during a performance. 3) I can perform jumps including, straight jump, full tun and a half turn. 4) I can perform a forward roll. 5) I can perform a 1, 2, 3- and 4-point balance. 6) I can balance on apparatus. 7) I can balance with and against a partner
Perform dances using a range of movement patterns	<ol style="list-style-type: none"> 1) I can repeat the movement patterns of a chosen dance style. 2) I can compose a dance that reflects a chosen dance style. 3) I can Compose longer sequences in a small group.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ol style="list-style-type: none"> 1) I understand how I can change my performance.



Year 5	
Curriculum Objectives	
Use running, jumping, throwing and catching in isolation and in combination	<ol style="list-style-type: none"> 1) I can use a forehand technique to hit a ball. 2) I can play different types of passes (including push pass, chest, bounce, overhead, side foot) 3) I can play a tennis game using an underarm serve 4) I can throw a ball with my strongest hand. 5) I can throw a ball with my weakest hand 6) I can catch a ball 2-handed while standing still and moving. 7) I can dribble with my strongest foot 8) I can dribble with my strongest hand. 9) I can pass the ball with speed to someone on my team.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<ol style="list-style-type: none"> 1) I can move from one space to another to receive a ball. 2) I can shoot in any game 3) I can mark an opponent 4) I can create my own game
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<ol style="list-style-type: none"> 1) I can perform a routine consisting of 3 elements, 2) I can perform jumps including, jumping jack, split leap and a stag jump. 3) I can perform a forward roll from standing. 4) I can perform 1,2,3 and 4-point balances. 5) I can perform balances on apparatus. 6) I can perform body balances against a partner.
Perform dances using a range of movement patterns	<ol style="list-style-type: none"> 1) I can repeat movement patterns and actions of a dance style. 2) I can compose individual, partner and group dances. 3) I can use transitions to link my movements together.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ol style="list-style-type: none"> 1) I understand how I can change and improve my performance.





	Year 6
Curriculum Objectives	
Use running, jumping, throwing and catching in isolation and in combination	<ol style="list-style-type: none"> 1) I can hit a bowled ball over longer distances. 2) I can direct a ball when striking or hitting. 3) I can serve in order to start a game. 4) I can throw a ball with my weakest hand. 5) I can catch a ball one handed after bouncing. 6) I can dribble with both feet. 7) I can dribble with my strongest hand and weakest hand. 8) I can pass the ball with speed to someone on my team using either hand.
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	<ol style="list-style-type: none"> 1) I can move from one space to another and receive a ball repeatedly. 2) I can shoot in any game using the most effective means. 3) I understand how to mark an opponent over the course of a full game.
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<ol style="list-style-type: none"> 1) I can create their own complex sentence including jumping, stretching, balancing and traveling. 2) I can perform a forward roll while standing. 3) I can perform a backward roll with support. 4) I can perform a 1, 2, 3 and 4-point balances. 5) I can balance on apparatus. 6) I can perform group formations. 7) I can perform pike, tuck, star, straight, straddle shapes.
Perform dances using a range of movement patterns	<ol style="list-style-type: none"> 1) I can compose a variety of routines based on different music in groups individually and with a partner. 2) I can show a change of pace. 3) I can modify some elements of a sequence as a result of self and peer evaluation.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ol style="list-style-type: none"> 1) I understand how I can change and improve my performance.