

PE Pathway



	Nursery	Reception	Year1	Year 2	Expectation
Health & Fitness		To describe how my body feels before, during and after an activity.	To describe how my body feels before, during and after an activity. To show how to exercise safely.	To show how to exercise safely. To describe how my body feels during different activities. To explain what my body needs to keep healthy	To lead healthy, active lives. To be physically active for sustained periods of time.
Acquiring & Developing Skills	To copy actions.	To copy actions. To repeat actions and skills. To negotiate space and obstacles safely, with consideration for themselves and others. To demonstrate strength, balance and coordination when playing. To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	To move with control and care. To copy and remember actions.	To copy and remember actions. To repeat and explore actions with control and coordination.	Pupils should be taught to master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To develop competence to excel in a broad range of physical activities.
Evaluating & Improving	To talk about what I have done.	To talk about what I have done.	To describe what other people did.	To talk about what is different between what I did and what someone else did.	To evaluate their performance and recognise ways that they can improve.

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		To describe what other people did.	To say how I could improve.	To say how I could improve.	
Dance	<p>To move to music.</p> <p>To copy dance moves</p>	<p>To move to music.</p> <p>To copy dance moves.</p> <p>To perform some dance moves.</p> <p>To move around the space safely.</p>	<p>To copy dance moves.</p> <p>To make up a short dance.</p> <p>To dance imaginatively.</p> <p>To change rhythm, speed, level and direction.</p>	<p>To change rhythm, speed, level and direction.</p> <p>To dance with control and co-ordination.</p> <p>To make a sequence by linking sections together.</p> <p>To link some movement to show a mood or feeling.</p>	<p>Pupils should be taught to perform dances using simple movement patterns.</p> <p>Use movement imaginatively, responding to stimuli, including music and performing basic skills.</p> <p>Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures.</p> <p>Express and communicate ideas and feelings.</p>
Games	<p>To move and stop safely</p> <p>To roll a piece of equipment</p>	<p>To throw underarm.</p> <p>To roll a piece of equipment.</p> <p>To move and stop safely.</p>	<p>To hit a ball with a bat.</p> <p>To throw in different ways.</p>	<p>To stay in a 'zone' during a game.</p> <p>To decide where the best place to be is during a game.</p>	<p>Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.</p>

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		<p>To catch with both hands.</p> <p>To they kick in different ways.</p>	<p>To use hitting, kicking and/or rolling in a game.</p> <p>To follow rules.</p>	<p>To use one tactic in a game.</p> <p>To follow rules.</p>	
Gym	<p>To travel in different ways.</p> <p>To balance in different ways.</p> <p>To stretch in different ways.</p>	<p>To make my body tense, relaxed, curled and stretched.</p> <p>To copy sequences and repeat them.</p> <p>To roll in different ways.</p> <p>To travel in different ways.</p> <p>To balance in different ways.</p> <p>To stretch in different ways.</p> <p>To curl in different ways.</p>	<p>To make my body tense, relaxed, curled and stretched.</p> <p>To control my body when travelling.</p> <p>To control my body when balancing.</p> <p>To climb safely.</p> <p>To plan and show a sequence of movements.</p>	<p>To use contrast in my sequences. My movements are controlled.</p> <p>To think of more than one way to create a sequence which follows a set of 'rules'.</p> <p>To work on my own and with a partner to create a sequence.</p>	<p>Describe and explain how performers can transition and link elements.</p> <p>Perform with control and consistency basic actions.</p> <p>Create and perform a simple sequence.</p> <p>Develop body management through a range of floor exercises.</p> <p>Use core strength to link recognised gymnastics elements.</p> <p>Attempt to use rhythm whilst performing a sequence.</p>

End of KS Expectations: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.