



# Physical Education

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1 Expectations
<b>Multi skills</b>	<p>Runs safely on whole foot. (22-36)</p> <p>Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. (22-36)</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. (22-36)</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (30-50)</p>	<p>Experiments with different ways of moving.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p>	<p>Explore static balancing.</p> <p>Understand the concept of bases.</p> <p>Aim a variety of large balls at equipment accurately.</p> <p>Time running to intercept the path of a ball.</p> <p>Travel in different ways, showing clear transitions between movements.</p> <p>Travel in different directions (side to side, up and down).</p> <p>To practise agility, balance and co-ordination at a circuit station.</p> <p>Use a racket and bean bag to balance.</p> <p>Use a racket and bean bag to hit the beanbag.</p> <p>Understand the importance of rules.</p>	<p>Explore balances on different body parts.</p> <p>Use a racket and sponge ball to balance.</p> <p>Use a racket and sponge ball to bounce the ball up and down.</p> <p>Use a racket and sponge ball to bounce the ball off the ground.</p> <p>Time running to intercept the path of a ball successfully.</p> <p>To practise agility, balance and co-ordination at a circuit station.</p> <p>Use a variety of different sized balls to aim at equipment accurately.</p> <p>Understand the importance of rules.</p>	<p>Able to balance on a number of body parts.</p> <p>Use a racket and ball with control to bounce a ball upwards and downwards.</p> <p>Successfully intercept a ball e.g. (piggy in the middle).</p> <p>Participate in basic circuit training to improve fitness.</p> <p>Aim at a target accurately using different sized balls and targets.</p> <p>Understand the importance of rules.</p>

<b>Ball Skills</b>	<p>Can kick a large ball. (22-36)</p> <p>Can catch a large ball. (30-50)</p>	<p>Handles objects safely and with increasing control. (40-60)</p> <p>Handles objects effectively (ELG)</p>	<p>Kicking the ball to a partner.</p> <p>Stop ball with feet.</p> <p>Travel with ball close to their body (maintain some control).</p> <p>Push a ball with a hockey stick demonstrating some control.</p> <p>Play simple ball games with peers e.g. hot potato and round the world.</p>	<p>Develop simple tactics and use them appropriately.</p> <p>Play small team games (up to 3 a side).</p> <p>Dribble a ball with some control, keeping it close to their body.</p> <p>Push a ball with a hockey stick at a target.</p> <p>Begin to develop an understanding of attacking and defending.</p> <p>Develop own games using a ball with peers.</p>	<p>Understand the term tactics.</p> <p>Begin to use tactics in their own ball games with peers.</p> <p>Dribble a ball showing control.</p> <p>Using a hockey stick, accurately push a ball at a target.</p> <p>Understand and use the terms attacking and defending.</p>
	<b>Throwing and Catching</b>	<p>Can kick a large ball. (22-36)</p> <p>Can catch a large ball. (30-50)</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.(40-60)</p>	<p>Paired/Small group team tasks where a learned skill is applied.</p> <p>Throw and catch a large ball to a partner.</p> <p>Throw and catch a large ball in the air with accuracy.</p> <p>Bounce and catch a ball with accuracy.</p>	<p>Small group collaborative team tasks where a learned skill is applied.</p> <p>Throw and catch a ball to others with accuracy.</p> <p>Throw and catch a ball in the air with accuracy.</p> <p>Using both hands to throw and catch.</p> <p>Using one hand to throw and catch.</p>

<b>Athletics</b>	<p>Runs safely on whole foot. (22-36)</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50)</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)</p>	<p>Run at different speeds individually.</p> <p>Jumping from a standing position.</p> <p>Throwing using control and co-ordination.</p>	<p>Change speed and direction whilst running.</p> <p>Understand terminology: walk, jog, sprint.</p> <p>Jump to a specific location from a standing position.</p> <p>Throw a shotput/javelin using control and co-ordination.</p>	<p>Master control of a variety of throwing items e.g. shotput, javelin, balls, beanbags etc</p> <p>Able to change speed and direction when running.</p> <p>Jump to a specific location for a standing position.</p>
<b>Gymnastics</b>	<p>Can stand momentarily on one foot when shown. (30-50)</p>	<p>Jumps off an object and lands appropriately. (40-60)</p>	<p>Explore movement with control.</p> <p>Link movements together with flow.</p> <p>Explore gymnastic actions and shapes.</p> <p>Explore travelling on benches.</p> <p>Choose and use simple compositional ideas by creating and performing sequences.</p> <p>Repeat and link combinations of gymnastic actions.</p> <p>Link combinations of movements and shapes with control.</p>	<p>Balance on isolated parts of the body using the floor.</p> <p>Hold balances.</p> <p>Develop a range of gymnastic moves e.g. pathways and balances</p> <p>Link movements together in longer sequences.</p> <p>Explore ways of travelling around on large apparatus.</p> <p>Hop forwards and backwards off the same leg.</p>	<p>Use contrast in sequences.</p> <p>My movements are controlled.</p> <p>Think of more than one way to create a sequence, which follows a set of rules.</p> <p>Work on my own and with a partner to create a sequence.</p> <p>Explore different ways of travelling.</p> <p>Repeat and link gymnastic actions.</p>

Dance		Begins to use anticlockwise movement.	<p>Copy and explore basic movements and body patterns.</p> <p>Link travels and movements.</p> <p>Change speed of movements.</p> <p>Change direction of movements.</p> <p>Change level of movements.</p> <p>Adapting movements to different music.</p> <p>Practise taking off from different movements.</p>	<p>Copy and compose basic movements and body patterns with control.</p> <p>Change speed of movements with control.</p> <p>Change direction of movements with control.</p> <p>Change level of movements with control.</p> <p>Adapting movements to different music imaginatively.</p> <p>Compose and perform simple dance phases.</p> <p>Move in time to music.</p> <p>Recognise similarities and differences between movements.</p> <p>Compare movements and skills with those of others.</p> <p>Describe a dance they've seen.</p>	<p>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>
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# Swimming

<p>Enter the water safely.</p> <p>Move forward for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move backwards for a distance of 5 metres, feet may be on or off the floor.</p> <p>Move sideways for a distance of 5 metres, feet may be on or off the floor.</p> <p>Scoop the water and wash the face.</p> <p>Be comfortable with water showered from overhead.</p> <p>Move from a flat floating position on the back and return to standing.</p> <p>Move from a flat floating position on the front and return to standing.</p> <p>Push and glide in a flat position on the front from a wall.</p> <p>Push and glide in a flat position on the back from a wall.</p> <p>Give examples of two pool rules.</p> <p>Exit the water safely.</p>	<p>Jump in from poolside safely to a minimum depth of 1.0 metre.</p> <p>Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.</p> <p>Move from a flat floating position on the back and return to standing without support.</p> <p>Move from a flat floating position on the front and return to standing without support.</p> <p>Push from a wall and glide on the back – arms can be by the side or above the head.</p> <p>Push from a wall and glide on the front with arms extended.</p> <p>Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.</p> <p>Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.</p> <p>Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.</p> <p>Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.</p>	<p>Jump in from poolside and submerge to a minimum depth of 1.0 metre.</p> <p>Sink, push away from wall and maintain a streamlined position.</p> <p>Push and glide on the front with arms extended and log roll onto the back.</p> <p>Push and glide on the back with arms extended and log roll onto the front.</p> <p>Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.</p> <p>Fully submerge to pick up an object.</p> <p>Correctly identify three of the four key water safety messages. *</p> <p>Push and glide and travel 10 metres on the back.</p> <p>Push and glide and travel 10 metres on the front.</p> <p>Perform a tuck float and hold for three seconds.</p> <p>Exit the water without using steps.</p> <p><b>*The four key water safety messages are:</b></p> <ol style="list-style-type: none"> <li>1. Always swim in a safe place.</li> <li>2. Always swim with an adult.</li> <li>3. If you fall in, float, breathe, relax.</li> <li>4. If someone else in trouble, call 999/112.</li> </ol>	<p>Enter and exit water safely with a growing level of confidence.</p> <p>Travel in water for 10 metres.</p> <p>Use recognisable actions to demonstrate a growing understanding of swimming strokes.</p> <p>Demonstrate strategies to self-rescue.</p>
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