

**PE End Points**  **Key Stage 1**

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|  | **Reception** | **Year 1** | **Year 2** |
| **Dance** | * Move to music. * Copy simple dance moves. * Perform own dance moves. * Move safely around and in a space. * Responds to range of stimuli. | * Copy simple dance moves. * Make up short dances. * Dance imaginatively. * Change rhythm, speed, level and direction. * Link simple moves together. * Explore basic movements/patterns to music. * Change direction in time to music. * To practise taking off from different positions. | * To explore different levels and speed of movements. * To compose and perform simple dance phrases. * To create movements that show rhythm and control, to music. * To develop a range of dance moves and improve timing. * To show good body shape and position. * Add change of direction in to a sequence. * Uses space well and finds clear space. |
| **Gym** | * Make body tense, curled, stretched and relaxed. * Copy simple sequences and repeat them. * Roll in different ways. * Travel in different ways. * Stretch in different ways. * Curl in different ways. | * Make body tense, curled, stretched and relaxed. * Can copy simple sequences and repeat them. * Control body when travelling * To create different balances using small and large body parts. * Control body when balancing. * To explore movements and control them together with flow. * Explore travelling on low-level equipment (benches). * To create a sequence using jumps and bounces. * Link simple combinations of movements. * To use different body parts to travel on. * To create shapes and tucked position. * To work collaboratively to create and mirror balances. * To travel under or over apparatus with knees and ankles together. * To create a balance with knees and ankles together. | * To remember and repeat simple gymnastic actions with control. * To balance on isolated parts of the body using the floor, and hold balance. * To use low-level equipment to hold balances on. * To explore travelling in different ways around larger apparatus, using pushing or pulling motions. * To find different ways to enter and exit apparatus. * Work independently and with a partner to create a short sequence of gymnastics movements. * To support their body weight on hands when creating balance. * To hold a balance still. |
| **Games/Multi skills** | * + - * Move and stop safely.       * Throw underarm using different size balls.       * Roll a piece of equipment.       * Kick equipment such as balls in different directions.       * Catch with both hands.       * Experiments with different ways of moving.       * Jumps off an object and lands appropriately.       * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.       * Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | * + - * Explore static balancing.       * To perform some coordination drills, using upper and lower body (star jumps).       * To aim a variety of balls and equipment with increasing accuracy.       * To hit a ball with a bat (tennis racket + big ball).       * To intercept the path of a ball.       * To travel in different ways (side-to-side, up and down, backwards and forwards).       * To practise ABC movements at circuit stations (agility, balance, coordination).       * Begin to develop hand-eye coordination.       * To perform a variety of throws and rolls.       * Send/receive balls with basic control.       * To use throwing and catching in a game situations.       * To practising fielding skills to play a game.       * Participate in simple games. | * + - * Develop strong special awareness.       * Begin to develop own games with peers.       * Understand the importance of rules for new games.       * Begin to understand attacking/defending.       * Develop simple tactics for games situations.       * To use hand-eye coordination to control a ball.       * Master sending/receiving skills       * To vary types of throws and distance.       * To catch a variety of sized balls with consistency.       * To move whilst kicking a ball.       * To move whilst dribbling a ball.       * To use fielding skills to play a game.       * To position the body to strike/hit a ball.       * To play games with a friendly manner. |
| **Athletics** | * + - * Travels with confidence and skill around, under, over and through balancing and climbing equipment.       * Experiments with different ways of moving.       * Run in different directions finding space.       * Run in a straight line.       * Respond to various stimulus. | * To use variety of different speeds when running. * To explore arm mobility. * To explore different ways of throwing. * Can jump from standing positions. * To complete a short obstacle course with some control. | * Change speed and direction whilst running. * To build up speed over a distance of 50 – 100m. * To complete an obstacle course with control and agility. * To learn the best jumping technique for distance. * Can jump from a standing position. * To hurdle over an obstacle. * To throw different objects in a variety of ways. |
| **Healthy lifestyle and Diet** | * Describe how the body feels before, during and after an activity. * Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | * Describe how the body feels before, during and after an activity. * Demonstrate how to exercise safely. | * Describe how the body feels before, during and after an activity. * Identify major body parts using technical vocabulary (heart, brain, lungs, skeleton). * Demonstrate how to exercise safely. * Explain what the body needs to keep healthy. |