

**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.
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| **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.
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| **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.
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| **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.
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| **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.
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