

PE Pathway



	Nursery	Reception	Year 1	Year 2	Expectation
Health & Fitness	To recognise that exercise is important.	Recognise the importance of living and active and healthy lifestyle.	Keep active during lesson even when tired or out of breath. Discuss changes in the body brought about by exercise.	Begin to make links between components of fitness. Discuss changes in the body brought about by exercise.	To lead healthy, active lives. To be physically active for sustained periods of time.
Vocabulary	Exercise, fit, healthy	Exercise, fit, healthy, active, lifestyle	Active, breathing, sweat, heart rate, body, exercise, active lifestyle	Heart rate, muscles, breathing, sweat, red, body, exercise, fitness, stamina	
Acquiring & Developing Skills	To copy actions.	Negotiate space and obstacles safely, with consideration for themselves and others. Shows a preference for a dominant hand when manipulating objects. Be confident to try new activities and show independence, resilience and perseverance.	Recognise and implement concepts such as waiting your turn. Put in effort and stay motivated when challenged. Put in effort and stay motivated when challenged.	Develop character and show maturity to work near others. Volunteer ideas as part of a group. Develop strength, agility, coordination and balance over a variety of activities. Consider others when playing games to respect their space and boundaries. Work with a partner and in small groups to develop skills	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.
Vocabulary	Copy, repeat	Space, obstacle, safely, left, right	Turns, effort, motivation	Strength, agility, coordination, balance, respect	
Evaluating & Improving	To talk about what I have done.	Discuss what they have done and what they can make better. Say what they like about a peer's performance.	Demonstrate awareness for the need to improve and attempt to improve. Suggest links between types of exercises, e.g. training speed for different jumping activities. Work with a partner to help improve their performance. Resilient in the face of new challenges shows the will to keep trying. Can describe how they worked with their partner to send and receive. Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace.	Explain what you are looking for when judging. Reflect on their own performance and use a scoring system to judge performance. Work well with others to help improve each other's sequences/movements. Refine and develop a routine to improve their performance. Able to comment on ideas and emotions and how these can be portrayed through dance. Can identify areas of actions that need improvement.	To evaluate their performance and recognise ways that they can improve.

PE Pathway



			<p>Value other's efforts when they perform; watch and listen. Make some suggestions of how other's can improve their work. Show motivation to improve and attempt more difficult challenges. Identify the things that they like about exercise both in and outside of school.</p>	<p>Discuss thoughts and feelings around physical challenges and what it means to be a team player. Display sportsmanship when competing against others.</p>	
Vocabulary	like, better next time	Like, better next time, well	Improve, like, better next time, share, value	Evaluate, improve, reflect, discuss, judge, refine	
Athletics		<p>Can move energetically in movements such as running, jumping, dancing and climbing.</p> <p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing.</p> <p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p>	<p>Pupils will begin to link running and jumping. To learn and refine a range of running, which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances. Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination. Cooperate with others to carry out more complex tasks.</p>	<p>Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects, including quoits, beanbags, balls, hoops. Can negotiate obstacles showing increased control of body and limbs. Improve running and jumping movements, work for sustained periods. Reflect on activities and make connections between a healthy, active lifestyle. Experience and improve on jumping for distance and height.</p>	<p>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</p>
Vocabulary	Run, jump, throw, fast, slow	Run, jump, throw, far, fast, fastest, slow, forwards, backwards	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest, run, skip, step, sideways, throw, slow, agile, power, track, relay, tag, partner, sprint	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect, strength, repetition, accuracy, agility, fitness, persevere, lap, cooperate, compete	
Dance	To move to music.	Can move energetically in movements such as running, jumping, dancing and climbing.	<p>Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds.</p>	<p>Describe and explain how performers can transition and link shapes and balances.</p>	<p>Pupils should be taught to perform dances using simple movement patterns.</p>

PE Pathway



	To copy dance moves	Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.	Experiment creating actions and performing movements with different body parts. Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels.	Perform basic actions with control and consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music. Perform using more sophisticated formations as well as an individual. Explore relationships through different dance formations. Explain the importance of emotion and feeling in dance. Use the stimuli to copy, repeat and create dance actions and motifs.	Use movement imaginatively, responding to stimuli, including music and performing basic skills. Change rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings.
Vocabulary	Dance, music, move, space, time, shape	Dance, twist, turn, rhythm, step, music, beat, stretch, curl, high, low, fast, slow, flow, rhythm, step, stretch, teamwork	Stretch, swing, mood, feeling, theme, static, compose, select, emotion, canon, rhyme, theme, character, respond	Direction, huddle, mood, feeling, musicality, respond, galloping, flying, dynamic, independent, pair, motif, freestyle, formation	
Games	To move and stop safely To roll a piece of equipment	Can move energetically in movements such as running, jumping, dancing and climbing. Adjust speed and change direction to avoid obstacles in playing space. Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing.	Invasion Games To practice basic movements, including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination. To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise. Net/wall games	Invasion Games Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing. To select and apply a small range of simple tactics. Recognise good quality in self and others. To work with others to build basic attacking play. Net/wall games Be able to track the path of a ball over a net and move towards it	Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

PE Pathway



		<p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls/objects such as balloons and beachballs. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition.</p> <p>Striking and Fielding Able to hit objects with a hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects. Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.</p>	<p>Begin to hit and return a ball using hands and racquets with some consistency. Play modified net/wall games throwing, catching and sending over a net. Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics appropriate to the situation. Improve agility and coordination and use in a game.</p> <p>Striking and Fielding To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games. Work on a variety of ways to score runs in the other hit, catch, run games. Attempt to work as a team to field. Begin to play the role of wicketkeeper or backstop.</p>	
Vocabulary	<p>Game, play, team, partner, run, jump, hop, score</p>	<p>Cooperate, team, individual, partner, pair, work, choose, collect, body, shape, number, agility, step, hop, trails, over, under, through, around, crawl, carry, feet, freeze, grip, hands, high, hold, jump, low, one foot, pause, eyes, weigh, spin, slide, apparatus, opposition.</p>	<p>Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw, hitter, forehand, backhand, court, attack, catch, compete, defend, overarm, play against, receive, roll, rolling, send, throw, underarm, cooperate, fluency, heart rate, outwit, physical activity, pitch, net, track, opposition, umpire.</p>	<p>Aim, attack, compete, control, cooperate, receive, restart, side line, rebound, speed, direction, scoring, controlling, following, intercepting, tactics, hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, field, hitter, bowler, umpire, posts, stumps, outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet, front, back, compete, score, wide, deep, rotate, point.</p>	
Gym	<p>To travel in different ways.</p>	<p>Can move on large body parts in a variety of ways including sliding,</p>	<p>Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions.</p>	<p>Describe and explain how performers can transition and link gymnastic elements.</p>	<p>Describe and explain how performers can transition and link elements.</p>

PE Pathway



	<p>To balance in different ways.</p> <p>To stretch in different ways.</p>	<p>slithering, rolling and shuffling.</p> <p>Travels with confidence around, under, over and through equipment and apparatus.</p> <p>Jumps off an object and lands appropriately and safely.</p> <p>Make their body tense, relaxed, stretched and curled.</p>	<p>Begin to carry simple apparatus such as mats and benches.</p> <p>To recognise 'like' actions and link them.</p> <p>To perform a variety of basic gymnastics actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns.</p> <p>To perform longer movement phrases and link with confidence.</p>	<p>Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility.</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring.</p> <p>Develop body management through a range of floor exercises.</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</p> <p>Attempt to use rhythm while performing a sequence.</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>
Vocabulary	<p>Stretch, shape, forwards, backwards, arms, legs, feet, hands, neck, balance</p>	<p>Balance, control, fast, high, jump, link, low, stretch, pattern, shape, movement, direction</p>	<p>Balance, relaxed, tensed, shape, stretched, curled, link, rock, roll, unison, canon</p>	<p>Shape, sequence, pattern, movement, power, control, extension, transition, smooth</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.