

PE Pathway



Nursery PD	Reception PD	KS1 Curriculum	Year1	Year 2	Expectation
<p>Hop and balance on one foot</p> <p>Climb ladders</p> <p>Stand, walk and run on tiptoe</p> <p>Can use scooters, trikes or bikes.</p> <p>Goes up steps/apparatus using alternate feet.</p> <p>Can skip, hop and stand on one leg.</p> <p>Can hold a pose like a statue.</p> <p>Can use large-muscle movements e.g. wave a flag or streamers.</p> <p>Takes part in some group activities which they make up for</p>	<p>Uses their core muscles to achieve good posture sitting on the floor/at a table.</p> <p>Demonstrates the ability to roll, crawl, walk, jump, run, hop, skip and climb.</p> <p>Can carry things up and down different levels.</p> <p>Can balance and move on a range of surfaces e.g. grass, earth, bark chippings.</p> <p>Demonstrates the ability to lift, carry, push, pull, construct, stack and climb.</p> <p>Can describe movement and directionality using vocabulary.</p>	<p>Gymnastics</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple movements</p> <p>To make my body tense, relaxed, curled and stretched.</p> <p>Control my body when travelling.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence.</p> <p>Link movements together to create a sequence.</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 individually and with a partner to create a sequence.</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>

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<p>themselves or in teams.</p> <p>Can remember sequences and patterns of movement related to music.</p> <p>They can decide how they travel along apparatus.</p> <p>Works with others to manage large items e.g. carrying a plank with a friend.</p>	<p>Begins to move with control and grace.</p> <p>Can conclude a sequence of movements with a balance and stillness.</p> <p>Can spin, rock, tilt, fall, slide and bounce.</p> <p>Uses a range of movements to move with fluency and ease.</p> <p>Can confidently and safely use a range of large and small apparatus both inside and outside.</p> <p>Is able to throw and catch a ball.</p> <p>Can kick and pass a ball.</p> <p>Can bat and aim.</p> <p>Demonstrates precision and</p>	<p>Games</p>	<p>Climb safely.</p> <p>Use a rolling action to send an object towards a target</p> <p>Perform a basic underarm throw</p> <p>Throw over-arm to a target</p> <p>Use hands or equipment when striking a ball into space</p> <p>Strike a ball using feet into space</p> <p>Engage in competitive physical activities, working with and against peers.</p> <p>Understand that some sports consist of 'attackers and defenders'.</p> <p>With support, begin to use a range of equipment safely</p>	<p>Roll a ball towards a target with accuracy</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>To use one tactic in a game.</p> <p>To follow rules.</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p>
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	accuracy when using a ball		Confidently move and keep themselves safe in the space where an activity is taking place..		
		Dance	<p>Copy and explore basic movements and body patterns</p> <p>Remember simple movements and dance steps Link movements to sounds and music.</p> <p>Respond to range of stimuli</p> <p>Copy dance moves.</p> <p>Dance imaginatively.</p> <p>Change speed, and direction.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence.</p> <p>Vary the size of body shapes.</p> <p>Add changes of direction to a sequence</p> <p>Use space well and negotiate space clearly.</p> <p>Describe a short dance using appropriate vocabulary.</p>	Perform dances using simple movement patterns.

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				<p>Respond imaginatively to stimuli.</p> <p>Dance with control and co-ordination. To make a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p>	
	Nursery	Reception	Year 1	Year 1	
Healthy Lifestyles	<p>Try a range of food</p>	<p>Develop an understanding of how their body changes during exercise (heart rate, increased body temperature and sweat).</p> <p>Develop an understanding of the importance of wearing appropriate kit.</p> <p>Develop an understanding of how important PE is leading a healthy, active lifestyle</p>	<p>Describe the effect exercise has on the body (heart rate, increased body temperature and sweat).</p> <p>Explain the importance of exercise and a healthy lifestyle.</p>	<p>Describe the effect exercise has on the bod (heart rate, increased body temperature and sweat) y.</p> <p>Explain the importance of exercise and a healthy lifestyle.</p> <p>Beginning to understand the need to warm up and cool down.</p>	

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Evaluation	To talk about what I have done.	With support, talk about what has gone well and what could be improved.	Comment on own and others performance.	Watches and describes performances with greater accuracy.	
	To describe what other people did.		Comment on how to improve performance. Use appropriate vocabulary when giving feedback.	Begin to consider how they can improve their own work. Work with a partner or small group to improve their skills. Suggest how to improve their work and comment on similarities and differences	

Key Vocabulary

Reception	Year 1	Year 2
Jump, roll, shape, copy, dance, twist, turn, beat, copy, speed, climb, step, feet, one foot, stop, reach, stretch, crawl, jump, roll, hands, feet, roll, slide, low, freeze, forwards, backwards, sideways, fast, slow, stand, touch, move,	Pin, bench, twist, dance, step, space, levels, speed, rolling, throw, bowl, catch, stop, roll, net, hit, stop, backwards, skipping, straight, jumping, rock, strength, beat, sequence, heart rate, strike, distance, take off, land, moving on,	Turn, spin, speed, fast, slow, rock, balance, shapes, start, finish, group, feeling, attack, send, receive, pitch, play, hit, throw, forehand, backhand, bounce, drop, racquet, catch, field, running, speed, awareness, power, fast, slow,

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arms, legs, skip, games, moving, rope, balance, pattern, direction, repeat, perform, extend, weight, slither, pause, prepare, apparatus, dominant hand,	moving off, moving under, apparatus, canon	medium,- rhythm, direction, huddle, flying, aim, underarm, over arm, forehand, backhand, musicality, bowler
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