

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>		Climb safely.		
		Games	<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>	Participate in team games, developing simple tactics for attacking and defending

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

Reception	Year 1	Year 2
<p>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,</p>	<p>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,</p>	<p>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,</p>

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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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