

PE Pathway



Nursery PD	Reception PD	KS1 Curriculum	Year1	Year 2	Expectation
<u>Little Acorns (2-3 years):</u> <u>Gross Motor Development (Whole Body Movements & Coordination):</u> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Begins to understand and choose different ways of moving. (Bto5) Walk, run, jump and climb on different surfaces– and	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Can spin, rock, tilt, fall, slide and bounce. Progress towards a more fluent style of moving, with developing control and grace. • Can describe movement and directionality using vocabulary. Combine different movements with ease and fluency.	Gymnastics/ Yoga	Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together. Sports Stars: • Transition between different balances / partner balances • Understand the difference between points and patches • Travel across apparatus / benches using different shapes / moves • Perform rolls over 2 to 3 matts put together • Star, pencil and tuck jumps performed from a nestling table or box • Perform sequences using up to 3 or 4 different skills	Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique. Sports Stars: • Partner balances and balances in 3s • Mirror skills with a partner taking it in turns to lead • Jump and land safely using ¼ and ½ turns – from the ground – a bench – a box or nestling table • Transition between different rolls over different distances smoothly • Come up with your own routine or sequences with a partner using the different elements	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

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start to use the stairs independently. Jumps up into the air with both feet leaving the floor and can jump forward a small distance. (Bto5) Spin, roll and independently. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls with two hands or their chest to trap them.	- Can conclude a sequence of movements with a balance and stillness. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. - Can balance and move on a range of surfaces e.g. grass, earth, bark chippings - Demonstrates the ability to lift, carry, push, pull, construct, stack and climb. - Participate in group parachute games.		learnt over the course of the scheme		
		Dance	Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts.	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Perform dances using simple movement patterns.
		Fundamentals / Athletics	Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds.	Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance.	Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities

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Can use large muscle movements e.g. wave a flag and streamers. Fine Motor Development (Manipulation & Control of Hands and Fingers): Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. Explore different materials and tools. Shows increasing control in holding, using and manipulating a range of tools and objects such Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Is able to throw and catch a ball. • Can kick and pass a ball. • Can bat and aim. Statements above in bold are taken from Development Matters. Sports Stars: Hockey: · Hold the stick with correct technique · Travel safely with hockey stick in large and small areas – walking – Going sideways – Going backwards -jogging – running · Timing with the head of the hockey stick to hit a target safely and accurately · Travelling with the ball under control - walking –		Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.	Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	
	Games	Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance.	Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.	Participate in team games, developing simple tactics for attacking and defending
	Sports Stars Hockey	· Make a push pass whilst under pressure – walking – jogging – running – large area – small area · Dribble and keeping the ball under pressure – walking – jogging – running – large area – small area	· Show decision making when and when not to pass the ball in competitive situations - walking – jogging – running – large area – small area	

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as tambourines, jugs, hammers, and mark making tools (Bto5). <u>Coordination with Rhythm & Music</u> Clap and stamp to music. Big Acorns (3-4 years): <u>Gross Motor Movement & Balance</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a	Going sideways - Going backwards - jogging – running · Dribbling with the ball using Indian dribble and speed · Going sideways - Going backwards - jogging – running · Push pass the ball accurately to partner over a small distance – to different classmates - increase distances based on progress seen · Receive a push pass accurately to partner over a small distance – to different classmates - increase distances based on progress seen · Scoring using correct technique – walking – jogging – running – into large goal – small · Clear communication with a partner – small group – whole class Tag Rugby · Hold and receive the ball using correct technique · Travel safely with ball in large and small areas – walking – jogging – running	Tag Rugby Basketball	· Basics of defending trying to get the ball off an opponent – walking – jogging – running – large area – small area · Show composure to pass, Indian or speed dribble or score in a competitive situation · Make a pop or swing pass whilst walking – jogging – running · Pop and Swing pass accurately to partner over a small distance – to different classmates - increase distances based on progress seen · Tag someone – walking – jogging – running · Show composure to pass, tag or score a try in a competitive situation · Chest pass accurately to partner over a small distance – to different classmates - can bounce 2 times – can bounce once - increase distances based on progress seen · Dribble with control in a straight line – different directions – using either hand – large area – small area -	· Show decision making when and when not to pass the ball in competitive situations - walking – jogging – running – large area – small area · Beat a defender to score - walking – jogging – running – large area – small area · Perform passing, dribbling, and scoring in competitive team games and drills · Pass the ball to successfully whilst someone is trying to tag you · Show decision making when and when not to pass the ball in competitive situations · Beat a defender to score a try · Perform passing, tagging and scoring in competitive games and drills · Combine dribbling and passing under pressure – small area – large area · Show decision making when and when not to pass and dribble in competitive situations · Beat a defender to score a basket – walk – jog - run	
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game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles (Bto5). Can balance on one foot or in a squat momentarily, shifting body weight to improve stability (Bto5). Stand, walk and run on tiptoes.	· Give and receive the ball to partner with hands in correct position - whilst walking – jogging – to different classmates · Score a try using correct technique – walking – jogging – running · Clear communication with a partner – small group – whole class Basketball · Hold and receive the ball using correct technique · Travel safely with ball using bounce and catch in large and small areas – walking – jogging – running · Give and receive the ball to partner with hands in correct position - whilst walking – jogging – to different classmates · Bounce pass accurately to partner over a small distance – to different classmates - can bounce 2 times – can bounce once - increase distances based on progress seen · Keep the ball bouncing using strong hand – 1,2,3,4.....20 times?? – weak hand - walking – jogging – running	Cricket	· Perform a basic lay up with some accuracy – walk – jog – run · Show composure to bounce pass and dribble in a competitive situation · Catch a ball with one or two bounces thrown to you from a partner then throw back with partner catching the ball with same number of bounces. Shuttle cock then large ball to moving to tennis ball - close – increase distance – low and high throws · Stop a ball that's rolling towards you using the long barrier from a partner then return the ball rolling it back to your partner – large ball to start moving to tennis ball - close – increase distance – low and high · Get into position to catch without a bounce -use shuttle cocks to begin as gives time to get into position then move onto large soft balls then tennis balls – increase height – increase distance · Bowl using a straight arm and a step – small to longer distances / progress to star-to-star technique / hit large targets then move onto smaller	· Perform dribbling, passing, and shooting in competitive games and drills · Bowl using star-to-star technique moving onto walking – jogging – running in to bowl at the wicket · Hitting the wicket with one bounce when bowling · Fielding the ball on the move and throwing back to a teammate with accuracy – short – long distances – walking – jogging – running · Facing a ball being bowled at you and defending the wicket with the bat
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They can decide how they travel along apparatus. <u>Ball Skills & Coordination</u> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object (Bto5). <u>Creative / Gross Motor Mark-Making</u> Use large-muscle movements to wave flags and streamers, paint and make marks. Creates lines and circles pivoting	· Clear communication with a partner – small group – whole class <i>Cricket</i> · Stop a ball that's rolling towards you from a partner then return the ball rolling it back to your partner – large ball - close – increase distance – low and high · Throw the ball with some accuracy under arm and over arm from a balanced position – large targets – small targets – small distances – long distances – standing still – on the move · Bowl underarm using basic technique – standing still · Hit a ball off a tee with a bat accurately – into areas or targets at close then longer distances <i>Tri Golf</i> · Hold the putter with correct technique · Get footwork correct in relation to your feet and the ball (Triangle shape) · Tick Tock, get consistent rhythm swinging the putter	<i>Tri Golf</i>	· Hit a ball off a tee with a bat accurately and with power – into areas or targets at close then longer distances · Successfully contact a medium ball when putting sending it towards a target with some accuracy · Hold the Chipper with correct technique · Understanding of the basic differences between the putter and chipper · Get the ball to go up in the air some of the time · Demonstrate correct technique of chipping technique · Successfully contact a large ball when chipping sending it towards a target with some height and accuracy	· Putt a small ball over larger distances and with greater accuracy · Chip a medium or small ball over larger distances and with greater accuracy · Perform skills correctly in competitive drills and games · Get most chips to go up in the air · Combine putting and chipping and understand when to use which club	
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from the shoulder and elbow (Bto5). <u>Group & Collaborative Play (Physical Activities)</u> Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <u>Problem-Solving & Planning with Physical Skills</u> Match their developing physical skills to tasks and activities in the setting. For example, they	back and forwards under control · Understand the safety issues when putting and when watching your teammate · Successfully contact a large ball when putting sending it towards a target with some accuracy <u>Gymnastics</u> · Balance using different body parts · Travel safely across apparatus / benches · Land safely when jumping – on floor – from a bench · Perform simple transitions between different skills i.e. jump into a roll etc				
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decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <u>Fine Motor Tools & Manipulation</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a				
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preference for a dominant hand. Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons (Bto5).					
	Nursery	Reception	Year 1	Year 2	
Healthy Lifestyles	Try a range of food	Develop an understanding of how their body changes during exercise (heart rate, increased body temperature and sweat). Develop an understanding of the importance of wearing appropriate kit. Know that exercise is important.	Describe the effect exercise has on the body (heart rate, increased body temperature and sweat). Explain the importance of exercise and a healthy lifestyle.	Describe the effect exercise has on the bod (heart rate, increased body temperature and sweat) y. Explain the importance of exercise and a healthy lifestyle. Beginning to understand the need to warm up and cool down.	

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		Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating			
Evaluation	To talk about what I have done. To describe what other people did.	With support, talk about what has gone well and what could be improved.	Comment on own and others performance. Comment on how to improve performance. Use appropriate vocabulary when giving feedback.	Watches and describes performances with greater accuracy. 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, hands, slide, low, freeze, forwards, backwards, sideways, fast, slow, stand, touch, move, arms, legs, skip, games, moving, balance, pattern, direction, repeat, perform, slither, pause, prepare, climbing frame, throw, bat, catch, hit, exercise	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, moving off, moving under, apparatus, canon, extend	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, medium,- rhythm, direction, huddle, flying, aim, underarm, over arm, forehand, backhand, musicality, bowler