

PE End Points

	
Nursery	<ul style="list-style-type: none"> • Fundamental movement skills - Runs safely on whole foot. Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. Jumps up into the air with both feet leaving the floor and can jump forward a small distance. Begins to walk, run and climb on different levels and surfaces. Begins to understand and choose different ways of moving • Gross motor skills/movements - Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. • Spatial Awareness - Moves their bodies and toys around objects and explores fitting into spaces. • Fine motor skills – may begin to show preference for a dominant hand and or leg/foot. • Apparatus - Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride. • Language of movement - Identifies action words by following simple instructions, e.g. Show me jumping
EYFS	<ul style="list-style-type: none"> • Fundamental movement skills – run/running fast, travel on feet/feet and hands, underhand throw, underhand roll, catching, vertical jump and land, hop, static balance, balance on body parts and balance using equipment, side roll and rock and roll, pencil roll. • Gross motor skills/movements – climbing, crawling, skipping, sliding, slithering, shuffling. • Spatial Awareness – awareness of own space, negotiates space, finds a space, change direction, stop. • Safety Awareness – when moving themselves; when travelling on, under, over through equipment and apparatus; using small apparatus and equipment; carrying and moving equipment and apparatus; respond to safety instructions. • Fine motor skills, manipulation and hand-eye co-ordination; dexterity and manipulation when interacting with materials, objects, equipment and toys; manipulation and control when using tools and equipment. • Apparatus – control and balance when using equipment for climbing, jumping, scrambling, travelling, swinging; interacts with small equipment – drop, push, throw, roll, catch, kick. • Language of movement – linked to body parts, and how they move; dynamics and how movements are formed; where in space they move, and whom they move with.
KS1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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.</p> <p>Pupils should be taught to: ♣ 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 ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.</p>
KS2	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics</p>

and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety Pupils should be taught to: ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.