

# Physical Education at Reed First School



## A Year

Early Years End Points:									
	Introduction to PE Discrete PE teaching	Yoga Continuous provision	Fundamentals Discrete PE teaching	Ball Skills Discrete PE teaching	Gymnastics Discrete PE teaching	Games Discrete PE teaching	Dance Continuous provision	Athletics Discrete PE teaching	Bike fun skills Continuous provision and Bikeability
Nursery	<p>Jump forwards and backwards using two feet. Bend knees on take-off and landing. Keep your feet together and land with soft knees. Hop around a set space. Skip around a set space. Stop and change direction to avoid bumping into others.</p>	<p>Copy one action and name it. Balance in one pose and name it. Use Calm me breathing as I balance / pose by following a lead.</p>	<p>Name two body parts which I can use to balance. Use my arms to help me to balance. Change direction while moving. Stop and change direction to avoid bumping into others.</p>	<p>Use two hands to push a ball. Use wide fingers to stop a ball with two hands. Roll the ball a sensible distance. Watch the ball roll and chase after it. Pass a beanbag from hand to hand. Pass a beanbag under my leg to my other hand. Throw a beanbag into a target.</p>	<p>Make a tuck shape with straight back, toes pointed, legs together not crossed. Make a straight shape: legs together, hands apart, legs and arms straight. Make a straddle shape: Straight legs and straight backs. Balance on one foot. Balance on one foot and two hands. Make straight jumps. Complete a barrel roll.</p>	<p>Kick a ball by pointing foot. Throw a ball by using a straight arm and point hand at the target. Roll a ball in between two cones. Roll the ball from side to side while sitting. Push a ball with a racquet.</p>	<p>Move on the beat. Travel in a sequence of action for 4, action on the spot for 4, pose for 4. Make big and exaggerated movements with a scarf.</p>	<p>Walk on the spot Jog on the spot Run on the spot Run in a straight line to a target.</p>	<p>Balance on a bike. Push yourself along on a balance bike, lifting feet off the ground. Look straight ahead while I balance.</p>
Reception	<p>Jump and hop forwards and backwards using two feet / one foot. Bend knees on take-off and landing. Keep your feet together and land with soft knees. Hop around the space choosing the direction and space to use. Skip around the space choosing the direction and space to use. Stop and change direction to showing clear awareness of others.</p>	<p>Copy three actions and name them. Balance in two poses and name them. Use Calm me breathing as I balance / pose.</p>	<p>Name more than two body parts which I can use to balance. Use my arms automatically to help me to balance. Change direction while balancing. Stop and change direction with clear awareness of space and direction.</p>	<p>Use one hand to push a ball. Use wide fingers to stop a ball with one hand. Move feet to be in line with the ball. Roll a ball as I travel sideways or backwards. Stop a ball with one foot. Throw a beanbag from one hand to another. Throw a beanbag up and catch with two wide hands.</p>	<p>Make a star shape: legs and arms extended, arms in line with shoulders. Make a pike shape: back straight, legs and arms extended and together. Balance on back. Balance on one knee with the other foot on the floor. Jump from standing into a wide star jump. Complete straight rolls by arch, dish, arch.</p>	<p>Kick a ball by pointing foot at a target. Throw a ball by stepping forward with your opposite foot to the hand you throw with. Use overarm and underarm throws. Bounce a ball to a target. Change the foot you are using to hop as you travel. Roll the ball from side to side while moving. Pass a ball with a racquet by pushing it.</p>	<p>Travel in a sequence of action for 8, action on the spot for 8, pose for 8. Make big and exaggerated movements with a scarf at different levels.</p>	<p>Jog at a steady space. Use arms to run faster. Run at different speeds on command.</p>	<p>Balance on a bike with one foot on a pedal. Push off to move with one foot on a pedal. Keep balance with both feet on pedals as the bike moves.</p>

## A – Year Key Stage One End Points:

### End points across all disciplines:

Understand why it is important to warm up.  
Work co-operatively with a partner and a small group.

Explain that exercise makes me feel better both physically and mentally.

Know I was successful and what I might do to improve.  
Show determination to improve performances.

Say what I liked about someone else's performance.  
Know that exercise can help my brain, muscles and health.  
Use key words when talking about my own and other's performances.

Year One	Yoga	Fundamentals	Ball Skills	Gymnastics	Sending and Receiving	Dance	Swimming: Beginners	Bike fun skills	Invasion	Target Games	Net and Wall	Striking and Fielding	Athletics	Fitness
	Share how yoga makes me both feel physically and mentally. Remember and repeat actions, linking poses together. Say what I liked about someone else's flow using words like: balance, stretch, pose, breath. Work with others to create poses.	Jump by swinging arms and land with bent knees and arms in front of them, keeping head still and looking straight in front. Know what helps me to run fast: swinging my arms, running on my toes (balls on foot), keeping my head still. Swing arms and bend knees to jump forwards from standing. Keep a rhythm when jumping a rope.	Move the ball around the floor with feet. Move the ball around on the floor with hands. Roll the ball and follow it. Bounce and catch the ball with two hands. Bounce the ball with one hand. Throw and catch a ball while moving.	Travel at different levels, speeds and directions. Hold a balance for 5 seconds. Copy a sequence involving travel, jump, balance.	Move the ball around the floor with feet. I can catch a ball with two wide hands. I can roll a ball towards a target. I can throw a ball to a partner underarm. I can track a ball that is coming towards me.	Beginning to use counts. Copy, remember and repeat actions. Use different parts of the body in isolation and together. Choose appropriate movements for different dance ideas. Show some sense of dynamic and expressive qualities in my dance.	I can explain a pool rule that helps me to stay safe. I can float on my front and back. I can move and submerge confidently in the water. I can swim over a distance of 10m with a buoyancy aid. I know and can demonstrate what to do if I fall into water.	Push off and move with one foot on a pedal. Keep balance with both feet on pedals while pushing the pedals. Ride in a straight line for 10metres. Stop safely using breaks and placing one foot on the ground.	Change direction to move away from a defender. Recognise space when playing games. Send and receive a ball with hands and feet. Use simple rules to play fairly. Move to stay with another player when defending. Understand when I am a defender and when I am an attacker.	Use an overarm throw aiming towards a target. Roll a ball towards a target. Use an underarm throw aiming towards a target. Work co-operatively with a partner. Understand what good technique looks like.	Hit a ball using a racket. Throw a ball to land over the net and into the court area. Track balls and other equipment sent to me. Use a ready position to move to the ball. I know how to score points. Show honesty and fair play when playing against an opponent.	I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly.	I am beginning to show balance and co-ordination when changing direction. Developing overarm throwing. Run at different speeds. Begin to understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.	Know how exercise can make me feel better. Know that exercise can help my brain, muscles and health. How my breathing is important.
Year Two	Beginning to provide feedback using key words: focus, pose, position, listen, feel, breathe, flow, create. Copy, remember and repeat yoga flows. Describe how my body feels during exercise. Move from one pose to another thinking about my breath. Use clear shapes when performing poses. Work with others to create simple flows showing some control.	Take off and land with control when jumping with soft bent knees. Land on the balls of my feet to help you spring upwards in jump rope. I can speed jump sideways using both feet together. When sprinting, I use arms moving from pocket to mouth. Big stride length. Sprinting on the balls of my feet, high knees. I keep my head up so that they don't bump into anyone.	Dribble a ball with my hands and feet with some control. Roll and throw a ball to hit a target. Send and receive a ball using both kicking and throwing and catching skills. Track a ball and collect it.	I can perform the basic gymnastic balances with some control and balance in star, straddle, pike, straight, tuck, back support. Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Work safely with others and apparatus.	Beginning to trap and cushion a ball that is coming towards me. Accurately throw and kick a ball to a partner. Catch a ball passed to me, with and without a bounce. Roll a ball to hit a target. Track a ball and stop it using my hands and feet.	Copy, remember, repeat and create dance phrases. Show a character and idea through the actions and dynamics I choose. Use counts to stay in time with the music. Work with a partner using mirroring and unison in our actions. Show confidence to perform. Co-ordination showing increasing control and grace.	Begin to use arms and legs together to move effectively across the water. Demonstrate what to do if I fall into water. Float on my front and back. Glide on both front and back. Roll from my front to my back and then regain a standing position. Swim over a distance of 10m unaided. Know several pool rules and can explain how they help me to stay safe.	Push off and move with one foot on a pedal. Keep balance with both feet on pedals while pushing the pedals. Ride following a slalom of cones. Stop safely using breaks and placing one foot on the ground. Begin to control the bike at slower speeds.	Dodge and find space away from the other team. Move with a ball towards goal. Begin to dribble a ball with my hands and feet. Stay with another player to try and win the ball. Know how to score points and can remember the score. Know who is on my team and I can attempt to send the ball to them.	Able to select the appropriate skill for the situation. Throw, roll kick or strike a ball to a target with some success. Work co-operatively with a partner and a small group. Understand the principles of a target game and can use different scoring systems when playing games. Understand what good technique looks like and can use key words in the feedback I provide.	Defend space on my court using the ready position. Hit a ball over the net and into the court area. Throw accurately to a partner. Use simple tactics to make it difficult for an opponent. Know how to score points and can remember the score. Show good sportsmanship when playing against an opponent.	Developing underarm and overarm throwing skills. Hit a ball using equipment with some consistency. Track a ball and collect it. Use simple tactics. Know how to score points and can remember the score. Understand the rules of the game and can use these to play fairly in a small group.	Identify good technique for jumping, throwing and running. Jump and land with control. Use an overarm throw to help me to throw for distance. Show balance and co-ordination when running at different speeds	Show determination to continue working over a longer period of time. Understand that running at a slower speed will allow me to run for a longer period of time.

## Key Stage Two End Points:

<b>End points across all disciplines:</b> Understand why it is important to warm up. Work with a partner and in a small group, sharing ideas. Explain what happens in my body when I warm up.	Explain what happens when I exercise. Explain the importance of exercise both physically and mentally.	Identify when I was successful and what I need to do to improve. Show determination to improve performances.	Support and encourage others to work to their best. Persevere when a challenge is hard. Provide feedback using key words. Respectful of others when watching them perform.
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Year Three	Yoga	Fundamentals	Tag Rugby	Gymnastics	Football	Dance	Swimming	Bikeability	Golf	Tennis	Cricket	Athletics	Fitness
	Copy and link yoga poses together to create a short flow. Describe how yoga makes me feel. Move from one pose to another in time with my breath. Provide feedback using key words. Work with others to create a flow including a number of poses. Show some stability when holding my yoga poses.	Jump and turn a skipping rope. Change direction quickly. Identify when I was successful. Link hopping and jumping actions. Demonstrate balance when performing skills. Understand how the body moves differently at different speeds.	Learn rules of the game and beginning to use them to play honestly. Communicate with team and move into space to help them. Defend an opponent and attempt to tag them. Move with a ball towards goal with increasing control. Pass and receive the ball with some control. Provide feedback using key words. Understand my role as an attacker and as a defender. Work cooperatively with my group to self-manage games.	Adapt sequences to suit different types of apparatus. Choose actions that flow well into one another. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in unison with a partner. Provide feedback using key words. Use a greater number of my own ideas for movements in response to a task. With help, recognise how performances could be improved.	Beginning to use simple tactics. Learning rules of the game and beginning to use them to play honestly and fairly. Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to my goal. Track an opponent to slow them down. Understand my role as an attacker and as a defender. Work co-operatively with my group to self-manage games.	Repeat, remember and perform a dance phrase. Use counts to keep in time with a partner and group. Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. Create short dance phrases that communicate the idea.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Perform safe self-rescue in different water-based situations. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	Maintain your cycle: make sure it is in good condition and make simple repairs Glide: smooth, calm and collected. Control your bike: including setting off, cruising, slowing down, braking and stopping. Pedal one handed. Pedal: without feeling wobbly or out of control. Be aware of your surroundings: looking behind and turning around obstacles.	Hold all equipment correctly. Provide feedback using key words. Strike the ball with some accuracy. Work on own, with a partner and as a team. Mostly have the correct stance for putting. Show balance when striking the ball. Understand the aim of the game.	Learning the rules of the game and beginning to use them to play fairly. Return a ball to a partner. Use basic racket skills. Understand the aim of the game. Work cooperatively with my group to self-manage games.	Bowl a ball towards a target. Beginning to strike a bowled ball after a bounce. Developing an understanding of tactics and beginning to use them in game situations. Learning the rules of the game and beginning to use them honestly. Persevere when learning a new skill. Use overarm and underarm throwing, and catching skills. Work co-operatively with my group to self-manage games.	Developing jumping for distance. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing actions for accuracy and distance. Use different take off and landings when jumping. Use key points to help improve sprinting technique.	Collect and record my scores, recognising my strengths. Complete exercises with control. Provide feedback using key words. Use key points to help me to improve sprinting technique. Work safely with others. Show balance when changing direction. Understand that there are different areas of fitness.
Year Four	Describe how yoga makes me feel and talk about the benefits of yoga. Link poses together to create a yoga flow. Provide feedback using key terminology and understand what I need to do to improve. Transition from pose to pose in time with my breath. Demonstrate yoga poses which show clear shapes. Show increasing control and balance when moving from one pose to another.	Change direction quickly under pressure. Link hopping and jumping actions with other skills. Work with others to complete skipping challenges. Demonstrate good balance and control when performing skills. Understand and demonstrate how and when to speed up and slow down when running.	Delay an opponent and help prevent the other team from scoring. Help my team keep possession and score tries when I play in attack. Pass and receive the ball with increasing control. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and can use them often and honestly.	Identify some muscle groups used in gymnastic activities. Plan and perform sequences with a partner that include a change of level and shape. Provide feedback using appropriate language relating to the lesson. Safely perform balances individually and with a partner. Watch, describe and suggest possible improvements to others' performances and my own. Understand how body tension can improve the control and quality of my movements.	Delay an opponent and help to prevent the other team from scoring. Dribble, pass, receive and shoot the ball with increasing control. Move to space to help my team to keep possession and score goals. Provide feedback using key terminology and understand what I need to do to improve. Use simple tactics to help my team score or gain possession. Share ideas and work with others to manage our game. Understand the rules of the game and I can use them often and honestly.	Choose actions and dynamics to convey a character or idea. Copy and remember set choreography. Respond imaginatively to a range of stimuli relating to character and narrative. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases on my own, with a partner and in a group.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Perform safe self-rescue in different water-based situations. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Increased range of strokes. Increased precision in technique.	Maintain your cycle: make sure it is in good condition and make simple repairs Glide: smooth, calm and collected. Control your bike: including setting off, cruising, slowing down, braking and stopping. Pedal one handed. Pedal: without feeling wobbly or out of control. Be aware of your surroundings: looking behind and turning around obstacles.	Hold all equipment correctly. Provide feedback using key terminology and understand what to do to improve. Show how to aim using a putting club. Strike a ball with increasing consistency. Use different actions for different shots. Share ideas and work with others to manage our game.	Communicate with teammates to apply simple tactics. Provide feedback using key terminology and understand what I need to do to improve. Return to the ready position to defend my own court. Sometimes play a continuous game. Use a range of basic racket skills. Share ideas and work with others to manage game. Understand the rules of the game and use them often and honestly.	Bowl a ball with some accuracy and consistency. Learning the rules of the game and beginning to use them to play honestly and fairly. Communicate with my teammates to apply simple tactics. Persevere when learning a new skill. Provide feedback using key terminology and understand what I need to do to improve. Strike a bowled ball after a bounce. Use overarm and underarm throwing, and catching skills with increasing accuracy. Share ideas and work with others to manage the game.	Demonstrate the difference in sprinting and jogging techniques. Jump for distance with balance and control. Throw with some accuracy and power to a target area.	Collect and record my scores and identify areas I need to improve. Use key points to help me to improve my sprinting technique. Share ideas and work with others to manage activities. Show balance when changing direction at speed. Show control when completing activities to improve balance. Show determination to continue working over a period of time. Understand there are different areas of fitness and that each area challenges my body differently.