



Curriculum coverage and progression

SUBJECT: PE

Physical Domain

Year Group	End of Year Expectations
Year R Physical development	<ul style="list-style-type: none"> • Move confidently in a range of ways. • Handle a range of equipment and tools effectively. • Demonstrate strength, balance and coordination. • Move in time with music.
Key Stage 1	<ul style="list-style-type: none"> • Copy single movements and skills with a reasonable degree of accuracy and developing control • Perform simple dances using simple movement patterns, with prompts • Send and receive a variety of objects with developing control • Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes • Begin to develop simple dynamic balance • Move in a range of different ways with increasing control • Move confidently in a range of different ways, linking together simple actions with control. • Perform a short series of actions/movements with some changes in level, speed and direction • Show good dynamic balance in a range of different contexts • Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts • Begin to apply simple physical skills in team games • Create and perform simple dances using simple movement patterns
Lower Key Stage 2	<ul style="list-style-type: none"> • Use a broad range of movement skills with control and consistency and relevant to the learning context. • Begin to use fundamental movement skills in combination in sequences and in small game situations • Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations • Use fundamental movement skills in combination and with increasing confidence • Combine movements in different ways to produce different outcomes • Apply their skills in a range of modified game situations • Use skills effectively to execute simple attack and defence strategies in a range of modified game situations
Upper Key Stage 2	<ul style="list-style-type: none"> • Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. • Begin to adapt the performance of different movements to meet the outcomes required • Develop increasingly complex sequences of movements • Combine complex sequences of actions with quality and fluency • Show confidence in adapting movements and skills to meet a specific outcome • Apply their skills confidently in a range of sport specific contexts



Cognitive Domain

Year Group	End of Year Expectations
Year R Physical development	<ul style="list-style-type: none"> • Move confidently in a range of ways. • Handle a range of equipment and tools effectively. • Demonstrate strength, balance and coordination. • Move in time with music.
Key Stage 1	<ul style="list-style-type: none"> • Copy single movements and skills with a reasonable degree of accuracy and developing control • Perform simple dances using simple movement patterns, with prompts • Send and receive a variety of objects with developing control • Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes • Begin to develop simple dynamic balance • Move in a range of different ways with increasing control • Move confidently in a range of different ways, linking together simple actions with control. • Perform a short series of actions/movements with some changes in level, speed and direction • Show good dynamic balance in a range of different contexts • Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts • Begin to apply simple physical skills in team games • Create and perform simple dances using simple movement patterns
Lower Key Stage 2	<ul style="list-style-type: none"> • Use a broad range of movement skills with control and consistency and relevant to the learning context. • Begin to use fundamental movement skills in combination in sequences and in small game situations • Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations • Use fundamental movement skills in combination and with increasing confidence • Combine movements in different ways to produce different outcomes • Apply their skills in a range of modified game situations • Use skills effectively to execute simple attack and defence strategies in a range of modified game situations
Upper Key Stage 2	<ul style="list-style-type: none"> • Use a wide range of different movements in combination, maintaining good control, in a range of small sided game situations. • Begin to adapt the performance of different movements to meet the outcomes required • Develop increasingly complex sequences of movements • Combine complex sequences of actions with quality and fluency • Show confidence in adapting movements and skills to meet a specific outcome • Apply their skills confidently in a range of sport specific contexts



Social and Emotional Domain

Year Group	End of Year Expectations
Year R Physical development	<ul style="list-style-type: none"> • Understand the importance of healthy food choices. • Follow instructions involving several actions.
Key Stage 1	<ul style="list-style-type: none"> • Understand key safety principles eg: using equipment safely, moving and landing safely • Work independently on simple tasks, for short periods, asking for help when needed • Work with a partner, sharing and taking turns • Listen to feedback from a partner • Watch while someone shows them an action • Show an awareness of why exercise is good for health • Say how their bodies feel before, during and after exercise • With encouragement, persist when learning is challenging and understand the importance of practice • Work independently and have a range of strategies for accessing help when needed • Support and encourage others with their work • Have the confidence to share their work and ideas and listen to others do the same. • Work with a partner to plan and review work • Describe how their bodies change before, during and after exercise • Explain why it is important to warm up and cool down
Lower Key Stage 2	<ul style="list-style-type: none"> • Recognise where they are with their learning and challenge themselves • Persevere with challenging tasks and react positively when things are difficult • Co-operate with others on simple tasks and give and receive feedback • Work effectively in small groups where roles are clearly defined • Recognise when others are finding tasks challenging and provide support and encouragement • Describe the basic fitness components • Explain how often and how long they should exercise to be healthy • Record and monitor how hard they are working • Identify and describe their own strengths and weaknesses • Set appropriate and challenging targets for themselves • Contribute to organising roles and responsibilities within a small group • Guide a small group through a simple task • Select and perform their own warm up and cool down activities, appropriate to the activity • Explain how different activities help develop the different components of fitness
Upper Key Stage 2	<ul style="list-style-type: none"> • Receive constructive feedback and use it to improve their performance • Challenge feedback appropriately and express a different perspective • Give feedback in a constructive and sensitive manner to improve their own performance and that of others • Negotiate and collaborate effectively with others, in a range of contexts • Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance • Identify the possible dangers when planning an activity • Create their own learning plan and revise it when necessary • Make appropriate decisions about how to further their own learning and that of others • Lead a group to achieve a successful outcome in a range of different activities • Involve and motivate others to perform better • Explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event