

Physical Activity End Points

EARLY YEARS FOUNDATION STAGE



PE			Reception		
Three and Four-Year-Olds	Personal, Social and Emotional Development	- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them.	Personal, Social and Emotional Development	- Manage their own needs. -personal hygiene - Know and talk about the different factors that support overall health and wellbeing: -regular physical activity	
	Physical Development	- 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 game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they 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. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.	Physical Development	- Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Develop overall body strength, balance, coordination and agility.	
Three and Four-Year-Olds Continued	Expressive Arts and Design	Respond to what they have heard, expressing their thoughts and feelings.	Expressive Arts and Design	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups.	

ELG	Personal, Social and Emotional Development	Managing Self	- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing.
		Building Relationships	Work and play cooperatively and take turns with others.

ELG Continued	Physical Development	Gross Motor Skills	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Expressive Arts and Design	Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

At this stage a sportsman at Mytham should ...

Be able to dress and undress themselves and manage their own personal hygiene.

Begin to talk about why physical activity is important to health and well-being.

Show good core muscle strength and be able to sit at a table or on the floor showing good posture.

Move energetically using the fundamental movement skills of balance, co-ordination and agility through activities such as running, jumping, hopping, skipping and climbing.

Know how to use apparatus safely and how to move safely in a space and around others.

Explore feelings and ideas through music and perform rhymes, songs and poems with others, moving in time to the music. Develop fluency and control when combining movements together.

Show developing perseverance and resilience when they find things challenging.

Know the difference between right and wrong, understand why rules are important and follow them without adult support.

Work well independently and know how to co-operate in a group and take turns.

Physical Activity End Points

E N D O F K E Y S T A G E 1



Key stage 1 National Curriculum Objectives

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.

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.

At this stage a sportsman at Mytham should ...

Health and Fitness:

Have an awareness of the changes to the way they feel after exercise and why it is important for good health.

Be able to say how their body feels before, during and after exercise.

Be able to use equipment appropriately and move and land safely.

Applying Physical:

Move confidently in different ways.

Perform a single skill or movement with some control.

Perform a small range of skills and link two movements together.

Perform a range of skills with some control and consistency.

Perform a sequence of movements with some changes in level, direction or speed.

Creative:

Explore and copy others.

Explore and describe different movements.

Begin to compare movements and skills with those of others.

Select and link movements together to fit a theme.

Cognitive:

Follow simple instructions and understand and follow simple rules.

Name some things they are good at.

Begin to order instructions, movements and skills.

With help, recognise similarities and differences in performance and explain why someone is working or performing well.

Social:

Play with others and take turns and share with help.

Work sensibly with others taking turns and sharing.

Help, praise and encourage others in their learning.

Personal:

Enjoy working on simple tasks with help.

Follow instructions, practise safely and work on simple tasks independently.

Persevere with a task and ask for help when appropriate.

Physical Activity End Points

END OF KEY STAGE 2



Key stage 2 National Curriculum Objectives

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.

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 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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.

At this stage a sportsman at Mytham should ...

Health and Fitness:

Describe the basic fitness components and explain how often and how long they should exercise in order to be healthy.

Record and monitor how hard they are working.

Applying Physical:

Perform a variety of movements and skills with good body tension.

Link actions together so that they flow in running, jumping and throwing activities.

Creative:

Link actions and develop sequences of movements that express their own ideas.

Change tactics, rules or tasks to make activities more fun or challenging.

Cognitive:

Understand the simple tactics of attacking and defending.

Explain what they are doing well and begin to identify areas for improvement.

Social:

Co-operate well with others and give helpful feedback.

Help to organise roles and responsibilities and guide a small group through a task.

Personal:

Cope well and react positively when things become difficult.

Persevere with a task and improve performance through regular practise.