



Subject Content and Endpoints – PE

EYFS

Subject Content	End Point
<p>All pupils in the EYFS are taught PE as an integral part of the play-based learning covered during the academic year, as well as having a taught PE lesson weekly.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> To move fluently by changing direction and speed easily and avoiding collisions To move to music To copy dance moves To perform some dance moves To move around the space safely To show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking 	<p>There are prime and specific areas within the Early Years Foundation Stage (EYFS). Each prime and specific area is divided into Early Learning Goals, for PE these are:</p> <p><u>PRIME</u> <u>PSE – Managing Self</u> 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.</p> <p><u>PSE – Building Relationships</u> Work and play cooperatively and take turns with others.</p> <p><u>PD – Gross Motor Skills</u> 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.</p> <p><u>SPECIFIC</u> <u>EAD – Being Imaginative and Expressing</u> Perform songs, rhymes, poems and stories with others and move in time with music.</p>

Key Stage 1

Subject Content	End Point
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- 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 perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Stage 2

Subject Content

- 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.

End Point

- Pupils should continue to implement 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 succeed in different activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.
- Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
- Pupils should be taught to create dances using a range of movement patterns, including those from different times, place and cultures.