

End of Year Outcomes– Physical Education				
Nursery	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Psychomotor		Performing		
<ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. • Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. • Runs with spatial awareness and negotiates space, adjusting speed or direction to avoid obstacles. • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. • Can grasp and release with two hands to throw/catch a large ball, beanbag or an object. • Creates lines and circles pivoting from the shoulder and elbow. • Manipulates a range of tools and equipment in one hand including scarves or ribbons • Continues to explore moving in a range of ways, e.g., mirroring, creating own movement patterns. • Enjoys joining in with moving, dancing and ring games. 	<ul style="list-style-type: none"> • Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Handles objects safely and with increasing control and 	<ul style="list-style-type: none"> • Can warm up safely prior to exercise and can sustain performance over periods of time. • Able to work safely within a defined space. • Demonstrates agility, balance and coordination. • Can follow simple movement patterns at different levels, speeds and through a variety of pathways. • Understands some principles of attacking and defending • Has started to link skills to perform actions and sequences of movement. 	<ul style="list-style-type: none"> • Warms up prior to exercise and is able to sustain performance over periods of time. • Has a sense of anticipation; can find space and is aware of others • Demonstrates agility, balance, coordination and precision • Performs with control making good decisions as they go • Understands how to work alongside and against others when attacking and defending • Links skills to perform actions and sequences of movement 	<ul style="list-style-type: none"> • Can lead others in warming up, knows why it is important and can work actively across whole sessions • Reads the play; and shows tactical awareness when performing across the curriculum. • Moves fluently and can perform a wide range of skills confidently and competently • Works with control and composure when under pressure. • Knows when to attack and when to defend and puts the needs of the team first • Able to perform routines and a range of skills seamlessly.

	<p>intention</p> <ul style="list-style-type: none"> Shows a preference for a dominant hand 			
Personal & Social				
<ul style="list-style-type: none"> Is sensitive to others' messages of appreciation or criticism. Shows their confidence and self-esteem through being outgoing towards people, taking risks, trying new things or new social situations and being able to express their needs and ask adults for help Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Seeks out companionship with adults and other children, sharing experiences and play ideas. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. 	<ul style="list-style-type: none"> Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Seeks support, emotional 'refuelling' and practical help in new or challenging situations Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Shows confidence in choosing resources and perseverance in carrying out a chosen activity 	<ul style="list-style-type: none"> Communicates effectively and works well with others. Manages feelings and behaviour well. Self-motivated and displays self – confidence. Knows what success looks like - self and others. Can comment on the work of others using some technical language. Demonstrates leadership skills. 	<ul style="list-style-type: none"> Communicates effectively and listens to others. Will vocalise opinions across different areas of the curriculum Works well with others in a range of contexts. Reflective and able to recognise success in self and others. Able to comment constructively on the work of others. Is comfortable in the role of leader and shows some ability to inspire others 	<ul style="list-style-type: none"> Listens actively, respects the opinion of others and contributes ideas Thinks creatively to find solutions to challenges across different areas of the curriculum Able to work constructively, irrespective of who they are working with or the area of PE. Knows what they need to do to improve and what others need to do to improve their performance. Evaluates the work of others using technical language including setting targets for improvement. Demonstrates a range of leadership skills and is happy to take the initiative
Cognitive		Competition		
<ul style="list-style-type: none"> Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions More able to recognise the 	<ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it Can describe their competencies, what they can do well and are getting better at, describing 	<ul style="list-style-type: none"> Applies basic skills competently in a range of physical activities. Applies attacking and defending skills within activities which require them Is physically confident and makes a purposeful contribution. 	<ul style="list-style-type: none"> Enjoys competing / performing and thrives on showcasing their talents. Applies skills effectively in different situations and within a range of physical activities Is confident and joins in all areas of PE eagerly 	<ul style="list-style-type: none"> Enjoys competing and challenging him/ herself to improve across all areas. Able to work constructively, irrespective of who they are working with or the area of PE. Is self-motivated and

<p>impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p> <ul style="list-style-type: none"> • Uses experiences of adult behaviours to guide their social relationships and interactions. • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a piece of equipment to another who wants it. • Practices skills of assertion, negotiation and compromise. Looks to a supportive adult for help in resolving conflict with peers. 	<p>themselves in positive but realistic terms.</p> <ul style="list-style-type: none"> • Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise • Is proactive in seeking adult support and able to articulate their wants and needs. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. 	<ul style="list-style-type: none"> • Shows awareness of boundaries and rules. • Demonstrates understanding and interpretation of rules and accepts decisions given. • Demonstrates sporting values. 	<ul style="list-style-type: none"> • Understands what they need to do to be successful. • Demonstrates understanding and interpretation of rules and accepts decisions given. • Demonstrates sporting values. 	<p>physically confident and actively engages in competitive situations.</p> <ul style="list-style-type: none"> • Demonstrates specific tactical/performance awareness as an individual and team member • Able to play within rules and to resolve any disputes appropriately without adult intervention • Understands the sporting values and sporting etiquettes.
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