

## St Augustine's Primary School End of Key Stage Expectations in PE

<b>Key Stage 1</b>	
<b>Psychoomotor (physical)</b>	<ul style="list-style-type: none"> <li>• Copy and repeat basic movements such as running, jumping, throwing and catching</li> <li>• Name and use different ways to move/ travel e.g. rolling, hopping, skipping.</li> <li>• Explore and develop competence across a range of physical literacy skills - balance, coordination, agility, locomotor, running, jumping, throwing, catching, object control/manipulation, rhythm, posture, expression/ fluency of movement</li> <li>• Repeat a simple movement pattern that involves a .... (e.g. roll)</li> <li>• Perform dances using simple movement patterns</li> <li>• Participate in a range of competitive mini team games - eg. 1v1, 2v1, 2v2, 5v2, 5v5</li> </ul>
<b>Cognitive (mental &amp; psychological)</b>	<ul style="list-style-type: none"> <li>• Begin to select appropriate distance when sending or receiving</li> <li>• Develop an understanding of simple rules and to apply in competitive team games</li> <li>• Work independently when given the opportunity, taking the initiative in work</li> <li>• Make choices on how to improve by observing others</li> <li>• Share ideas on how to work as a team</li> <li>• Persevere with tasks and learn from mistakes to improve</li> <li>• Explain risks/give details on how to stay safe in PE and demonstrate how to do it</li> </ul>
<b>Affective (social &amp; emotional)</b>	<ul style="list-style-type: none"> <li>• Identify and explain how to lead an active and healthy lifestyle, make simple choices between healthy/ unhealthy foods and the need for a balanced diet</li> <li>• Demonstrate how to work individually and with others by sharing equipment, resources and opportunities to participate</li> <li>• Discuss different ways to show respect and how to play fairly</li> <li>• Begin to increase confidence to take part in a range of PE and school sports</li> <li>• Manage and control emotions in a positive way</li> <li>• Develop communication and language skills to help themselves and others to participate in games and activities</li> </ul>

	Lower Key Stage 2
Psychomotor (physical)	<ul style="list-style-type: none"> <li>• Demonstrate more complex movements such as running, jumping, throwing and catching</li> <li>• Refine and master the range of physical literacy skills - balance, coordination, agility, locomotor, running, jumping, throwing, catching, object control/manipulation, rhythm, posture, expression and fluency of movement</li> <li>• Repeat movements for a sustained period of time to develop stamina</li> <li>• Swim a minimum of 25 metres using a range of strokes, understand water safety, hazards and risks and perform self-rescue</li> <li>• Start to discuss and apply the physical literacy skills required to actively participate and compete in a range of modified small sided games</li> <li>• Perform a range of gymnastics routines demonstrating flexibility, strength, technique, control and balance</li> <li>• Creatively plan and perform increasingly complex dance movements and routines with control and coordination</li> </ul>
Cognitive (mental & psychological)	<ul style="list-style-type: none"> <li>• Identify, explain and learn to apply the principles of attacking and defending in small sided games</li> <li>• Develop the resilience to react positively to difficult situations, not give in easily and demonstrate perseverance</li> <li>• Develop creativity, and expression using skills such as imagination</li> <li>• Increase the confidence to participate in a range of increasingly challenging games and activities</li> <li>• Take ownership and responsibility for own learning through effective decision making</li> <li>• Demonstrate how to work effectively as part of a team and discuss others strengths</li> <li>• Use self and peer assessment and comment on positives/ areas to improve</li> <li>• Show higher levels of concentration and focus</li> <li>• Build on awareness of sports specific vocabulary and apply within lessons</li> </ul>
Affective (social & emotional)	<ul style="list-style-type: none"> <li>• Cooperate with others and play by the rules of any games or activities</li> <li>• Demonstrate good sportpersonship qualities - win, lose or draw.</li> <li>• Outline ways in which to actively lead a healthy lifestyle</li> <li>• Display leadership and decision making capabilities</li> <li>• Recognise the strengths in others, supporting and including all</li> <li>• Inspire others through setting an example and role modelling</li> <li>• Work with fairness, honesty, integrity and respect for teammates, opponents and officials</li> </ul>

Upper Key Stage 2	
Psychomotor (physical)	<ul style="list-style-type: none"> <li>• Compose and perform dances using a range of creative and imaginative movement patterns and sequences</li> <li>• Develop strength, flexibility, control and balance through athletics and gymnastics</li> <li>• Combine, link and apply the broad range of physical skills acquired to excel in a range of competitive small sided games and physical activities.</li> <li>• Confidently apply the physical literacy skills required to actively participate and compete in a range of modified small sided games</li> <li>• Evaluate own and others control and technique within different sports</li> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Improve stamina and remain physically active for sustained periods of time</li> <li>• Take part in OAA's which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> </ul>
Cognitive (mental & psychological)	<ul style="list-style-type: none"> <li>• Suggest, select and deliver appropriate tactical strategies in games, applying the principles of attacking and defending and make independent effective decisions.</li> <li>• Give rationale/ reasons for decision making</li> <li>• Develop problem solving skills in a range of adventurous activities</li> <li>• Assess and analyse self and peer performance and provide and receive feedback to strive to achieve personal best</li> <li>• Demonstrate positive character traits and role modelling</li> <li>• Utilise intrinsic and extrinsic motivating factors to maintain participation and performance</li> </ul>
Affective (social & emotional)	<ul style="list-style-type: none"> <li>• Use a range of communication methods, styles and language appropriate to the context</li> <li>• Demonstrate how to effectively lead a group of peers in a range of activities and relay information to effect the performance of a team that is rooted in mutual respect</li> <li>• Improve self-esteem and confidence by developing own sense of worth and appreciation through positive contributions and participation in games/activities.</li> <li>• Effectively manage own emotional intelligence - empathy, self-awareness, belief, growth mindset, support for others, discipline.</li> <li>• Represent the school with pride, integrity, determination and excellence at inter and intra sports, festivals and competitions</li> </ul>