

End of Key Stage One and Two Expectations in Physical Education

Developing well-balanced children ready for the 21st Century.

HEAD (thinking) - HANDS (doing) - HEART (behavioural change)

Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world. Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation. Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) this poster is designed to support primary teachers to assess their children at the end of Key Stages One and Two. Most should be well **established** within the end of Key Stage Attainment Target, a few will still be **emerging** and a few will be **exceeding** it.

N.B. The font in italics is additional to the end of Key Stage One Attainment Target but some children will be able to achieve this.

THE DOING PHYSICAL BEING:

- Physically competent
- Grows and develops
- Physically active
- Competitive



THE THINKING PHYSICAL BEING:

- Decision maker
- Analytical-deep understanding
- Confident
- Creative

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle

Expectations at the National Curriculum End of Key Stage One

THE THINKING PHYSICAL BEING:

- **Able to make simple decisions and be aware of what they need to do to improve**
- **Be creative when using and developing skills and tactics in simple sequences and activities**

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations
- **Keen to participate in activities and clubs both in school and in the wider community**



THE DOING PHYSICAL BEING:

- Develop fundamental movement skills
- Become increasingly competent & confident & access a broad range of opportunities
- Extend agility, balance & coordination, individually & with others
- Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations

Expectations at the National Curriculum End of Key Stage Two

THE THINKING PHYSICAL BEING:

- Learn how to use a broad range of skills in different ways and to link them to make actions and sequences of movement
- Should develop an understanding of how to improve in different physical activities and sports
- Learn how to evaluate and recognise their own success



THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Should enjoy communicating, collaborating and competing with each other
- Keen to continue participating in activities and clubs both in school and in the wider community

THE DOING PHYSICAL BEING:

- Should continue to apply and develop a broader range of skills
- Develop flexibility, strength, technique, control and balance

A Simple Guide to National Curriculum Progression in Physical Education

Early Learning Goals

Expected

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.

Exceeding

Children can hop confidently and skip in time to music. Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules.

Key Stage One

Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, 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.

Key Stage Two

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.

Key Stage Three

Pupils should build on and embed the physical development and skills learnt in Key Stage 1 & 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Key Stage Four

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

