



PHYSICAL EDUCATION

Year Group	End Points
1	<p>A successful sports person in Year 1 can:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli • Compose and link movements to make simple beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts <p>Gymnastics:</p> <ul style="list-style-type: none"> • Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes • Copy, create and link movement phrases with beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts exploring making their body tense, relaxed, stretched and curled • Explore different ways of stretching, balancing, rolling, and travelling <p>Games:</p> <ul style="list-style-type: none"> • Begin to apply basic movements in a range of activities including cooperative physical activities • Engage in competitive physical activities (both against self and against others including team games) • Understand how to use equipment safely • To be confident and keep themselves safe in the space in which an activity/game is being played and use changes of speed level and direction • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played • Throw a ball accurately to a target using increasing control • Explore kicking in different ways with increasing control • Hit a ball with control using an appropriate object <p>Athletics:</p> <ul style="list-style-type: none"> • Remember, repeat and link combinations of actions • Use their bodies and a variety of equipment with greater control and co-ordination • Develop a range of skills with increasing accuracy and velocity • Jump from a stationary position with control • Change speed and direction whilst running
2	<p>A successful sports person in Year 2 can:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance • Explore the change of rhythm, speed, level and direction • Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas <p>Gymnastics:</p> <ul style="list-style-type: none"> • Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions • Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control • Create routines which have a clear beginning and ending • Work with a partner sharing ideas and creating a simple sequence <p>Games:</p>

	<ul style="list-style-type: none"> • Improve the way they co-ordinate and control their bodies in various activities. Remember to repeat and link combinations of skills where necessary • Develop basic tactics in simple team games and use them appropriately • Choose, use and vary simple tactics • Catch and control a ball in movement working with a partner or in a small group • Take part in games where there is an opposition • Decide where to stand during a team game, to support the game • Begin to lead others in a simple team game • To be able to hit a ball accurately using a piece of equipment <p>Athletics:</p> <ul style="list-style-type: none"> • Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination • Develop the following skills with increasing accuracy and velocity: <ul style="list-style-type: none"> ○ Explore and throw a variety of objects with one hand ○ Jump from a stationary position with control ○ Change speed and direction whilst running
3	<p>A successful sports person in Year 3 can:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Create dance phrases that communicate ideas • Create dance phrases with a partner and in a small group using canon and unison • Repeat, remember and perform these phrases in a dance • Use dynamic and expressive qualities in relation to an idea • Use counts to keep in time with a group and the music • Recognise and talk about the movements used and the expressive qualities of dance <p>Gymnastics:</p> <ul style="list-style-type: none"> • Use a greater number of their own ideas for movements in response to a task • Choose and plan sequences of contrasting actions • Complete actions with increasing balance and control • Move in unison with a partner • Choose actions that flow well into one another • Adapt sequences to suit different types of apparatus • With help, recognise how performances could be improved <p>Games:</p> <ul style="list-style-type: none"> • Move with a ball towards goals with increasing control • Understand their role as an attacker and as a defender • Move into space to help support a team • Defend an opponent and try to win the ball • Return a ball to a partner • Use basic racket skills • Play a range of basic shots • Move quickly around the court using a variety of movement patterns • Use overarm and underarm throwing and catching skills • Begin to strike a bowled ball after a bounce • Bowl a ball towards a target • Develop an understanding of tactics and begin to use them in game <p>Athletics:</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds • Use different take off and landings when jumping • Develop jumping for distance and height • Take part in a relay activity, remembering when to run and what to do • Throw a variety of objects, changing my action for accuracy and distance • Record my distances, numbers and times
4	<p>A successful sports person in Year 4 can:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative

- Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group
- Use formation, canon and unison to perform dances clearly and fluently
- Refine, repeat and remember dance phrases and dances
- Describe, interpret and evaluate dance, using appropriate language

Gymnastics:

- Safely perform balances individually and with a partner
- Plan and perform sequences with a partner that include a change of level and shape
- Understand how body tension can improve the control and quality of their movements
- Watch, describe and suggest possible improvements to a performance

Games:

- Pass, receive and shoot the ball with increasing control
- Work as part of a team to keep possession and score goals when attacking
- Defend one on one and know when and how to win the ball
- Use simple tactics to help a team score or gain possession

Tennis:

- Use a range of basic racket skills and variety of shots in different areas of the court
- Demonstrate good footwork on the court
- Return to the ready position to defend my own court

Athletics:

- Improve and consolidate the quality, range and consistency of techniques
- Develop ability to choose and use simple tactics and strategies in different situations
- Describe how the body reacts to different types of activities (running, jumping, throwing)
- Describe and evaluate the effectiveness of performances and recognise improvements that need to be made to achieve personal best
- Know personal best in a variety of events and how it improves over a period of time

Swimming:

- Talk about water safety and perform a safe self-rescue
- 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)

5

A successful sports person in Year 5 can:

Dance:

- Adapt and refine actions, dynamics and relationships in a dance
- Perform different styles of dance clearly and fluently
- Recognise and comment on dances, showing an understanding of style
- Suggest ways to improve their own and other people's work

Gymnastics:

- Create and perform sequences using apparatus, individually and with a partner
- Use set criteria to make simple judgments about performances and suggest ways they could be improved
- Use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance
- Use strength and flexibility to improve the quality of a performance

Games:

- Develop wider range of skills and begin to use these under some pressure
- Select and apply preferred skills with increasing consistency
- Understand the need for tactics and make decisions about when best to use them
- Play co-operatively with a partner
- Demonstrate good footwork to cover a court space in a game situation
- Understand there are different skills for different situations and begin to use these
- Move into space to help a team
- Play in a range of positions and know how to contribute when attacking and defending
- Pass, receive and shoot the ball with some control under pressure
- To sometimes strike a bowled ball
- Begin to develop a wider range of skills and use these under some pressure
- Use tactics effectively in a competitive situation

	<p>Athletics:</p> <ul style="list-style-type: none"> • Choose the best pace for a running event • Perform a range of jumps showing some technique • Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance • Understand how stamina and power help people to perform well in different athletic activities • Lead a partner through short warm-up routines
6	<p>A successful sports person in Year 6 can:</p> <p>Dance:</p> <ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances • Adapt and refine actions, dynamics and relationships to improve a dance • Choreograph a dance using props • Perform dances fluently and with control • Use appropriate language to evaluate and refine their own and others' work <p>Gymnastics:</p> <ul style="list-style-type: none"> • Create a sequence of movements, bringing together a combination of both matching and mirroring • Suggest changes and use feedback to improve a sequence <p>Games:</p> <ul style="list-style-type: none"> • Pupils will consolidate their understanding of attacking and defending • Pupils will create tactics for both attack and defence and apply them into game situations, adapting them when necessary • Apply a range of effective passes, in order to keep possession and score • Apply pressure when defending to regain possession quickly • Consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim in order to score a point • Create, apply and evaluate tactics in singles and doubles games • Consolidate their knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games • Take responsibility for officiating and managing their own games • Apply effective teamwork through different problem-solving challenges • Lead others, applying skills essential to working within a team as well as create, evaluate and adapt tactics • Apply effective tactics for both batting and fielding • Utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game • Apply their knowledge, understanding and skills into a series of competitions • Work hard individually to apply the correct technique as well as collaborating in teams <p>Athletics:</p> <ul style="list-style-type: none"> • Select and apply the best pace for a running event • Exchange a baton with success • Perform jumps for height and distance using good technique • Show accuracy and good technique when throwing for distance • Lead a small group through a short warm-up routine <p>Health and Fitness:</p> <ul style="list-style-type: none"> • Consolidate pupils understanding of strength, flexibility and the cardiovascular elements of fitness • Perform cardio, flexibility and strength focused circuits enhancing their own fitness