

**PE End Points**  **Key Stage 2**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Dance** | * Create patterns and movements in a clear sequence. * To work in with a partner to create a dance pattern. * To perform to a small audience. * I can repeat, remember and perform these phrases in a dance. * To evaluate small movements and actions | * To perform a dance rhythm with expression and a story line. * To demonstrate an awareness of the music’s rhythm and phrasing when improvising. * To create a group dance that reflects the chosen dancing style. * To perform dance using a range of movement patterns. * To ensure movements and actions are fluent. * To evaluate and comment on a sequence of movements created by other groups. | * To perform and evaluate own and others’ work. * To demonstrate an awareness of the music’s rhythm and phrasing when improvising. * Apply basic compositional ideas to create dance phrases with a partner or small groups. * To create patterned dances that reflect the dancing style and apply the key components of dance. * To create an individual dance that reflects the chosen dancing style. * To work with precision of movement. * To perform and analyse own and others’ performance making simple suggestions to improve. | * To identify and practise the patterns and actions in a street dance style. * To demonstrate an awareness of the music’s rhythm and phrasing when improvising. * To perform sequences of movements with smooth transitions between actions * To create a dance that represents a street dance style. * To develop a longer lasting dance as a group, using any street dance moves. * Plan and perform a movement sequence showing contrast between speed, level and direction. * Refine own performance in response to others and self-analysis. |
| **Gym** | * To explore jumping (tuck, star, straddle, pike) techniques and apply in other gymnastics. * To explore balance (1-3 points of contact) techniques and apply in other gymnastics. * To explore roll (forwards/backwards/log/teddy bear) techniques and apply in other gymnastics. * To explore different turns and apply them whilst travelling in various ways. * Beginning to show increase flexibility in movements. * To create a simple sequence of 2-3 movements that develop the above skills (partners or small groups). * Progress jumps, balances and rolls onto smaller levelled equipment, ensuring refined precision. * To use equipment safely. * To evaluate a partners technique in simple terms. | * To refine jumping techniques and apply in other gymnastics. * To refine balance techniques and apply in other gymnastics. * To refine roll techniques and apply in other gymnastics. * Vaulting Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements. * Round-Offs Develop flexibility, strength, technique, control and balance by learning and performing a lunge into cartwheel. * To perform a lunge into cartwheel correctly. * To perform techniques above in unison with a partner or small group. * To identify symmetrical/asymmetrical body shapes. * Link skills with control of techniques, co-ordinations and fluency. * To construct a sequence using balancing and linking movements (jumps/rolls). * Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence. | * Jumps and Leaps Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps. * To perform a stag jump and split leap. * Rolls Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls. * To perform pike rolls. * Vaulting Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements. * To perform a squat through vault. * Handstands, Cartwheels and Round-Offs Develop flexibility, strength, technique, control and balance by learning and performing a round-off. To perform a round-off * Linking Movements Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement. * To plan a sequence of gymnastics movements that are creatively linked together, independently * Performance Develop flexibility, strength, technique, control and balance by choreographing and performing a routine in a pair or group. To perform a gymnastics sequence in a pair or group in time to music. * To develop strength, technique, co-ordination and fluency. * Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence. * Evaluate others and their performance and make simple comments on how to improve, using correct vocabulary. | * Jumps and Leaps Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps. * To accurately perform a cat leap full turn and a stag leap. * Rolls Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls. * To accurately perform a dive forward roll and a pike backward roll. * Vaulting Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements. * To accurately perform a straddle over vault * Cartwheels and Round-Offs Develop flexibility, strength, technique, control and balance by learning and performing a hurdle step into cartwheel and round-off. * To perform a hurdle step into a cartwheel and a round-off * Linking Movements Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement. * To perform a series of similar movements in quick succession, linked together to form a sequence. * Performance Compare their performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a group gymnastics routine. * To work in a large group to choreograph and perform a gymnastics routine in time to music. * Plan and perform with precision, control and fluency, a sequence of movements showing a wide range of actions. Must include variety of speed, level and direction. * Gradually increase length of performance. * Analyse and comment on skills/techniques using vocabulary that is more complex. |
| **Games** | * Travel in a variety of ways including running and jumping. * I can move and stop safely. * To control the movement of a ball on the spot and in different directions. * To perform basic throwing/catching actions and master them. * Receive a ball in different situations. * Begin to develop hand-eye coordination. * To throw and hit a ball in different ways (high/low, fast/slow). * To strike a ball from a distance. * To use the correct holding position for sports that involve bats/rackets/sticks. * To use the correct batting technique for tennis, cricket, rounders. * To throw/hit/kick a ball towards a target with some accuracy. * To apply skills in small sided games using simple tactics. * To show positive sportsmanship skills. | * Travel in a variety of ways and recognising space including running and jumping. * To master throwing/catching/receiving of different size balls. * To accurately make passes over various distances. * To develop hand eye co-ordination. * To use a number of techniques to pass, dribble, and shoot. * To master the correct batting technique for tennis, cricket, rounders. * To use ABC (agility, balance and coordination) techniques to keep control of a ball in competitive situations. * Develop rule knowledge and apply them in small-sided games. * To show positive sportsmanship skills. | * To understand basic rules of netball/football/basketball/rugby/hockey/cricket/rounders and apply in own game situations. * To develop good hand/eye coordination to pass and receive a ball successfully. * To demonstrate passing and receiving skills using a netball/basketball/dodgeball/football/rugby/ * To understand basic footwork of netball. * To use an accurate shooting technique into netball/basketball/football. * To master skills in range of passes – chest, overhead, lob and bounce (choose appropriate for distance). * To use and recognise special awareness and ‘getting free’ in order to receive a ball or make a pass. * To use different dodging techniques. * To defend a ball and make an inception. * To develop batting/fielding skills. * To run between wickets. * To develop a safe and effective overarm technique. * To learn batting control. * To understand the purpose of different positions in sports mentioned above. | * To understand basic rules of netball/football/basketball/rugby/hockey/cricket/rounders and apply in own game situations. * To show precision and control across a range of different skills. * To pass and carry a ball using balance and coordination. * To pass, catch and control the ball using a variety of passes. * To throw and catch under pressure. * To use running, jumping, throwing and catching isolation and in combination. * Pupils will be more confident attacking and defending. * To use fielding skills to stop the ball effectively. * To learn batting control * To learn the role of backstop. * To strike the ball when it is bowled and attempts to find spaces. * In small sided matches adapt to changing situations using the appropriate tactics * To use a range of tactics and strategies to overcome opponents and work as a team. * To play in mini-tournaments/competitions. * To create own games using knowledge and skills. * To make suggestions as to what resources could be used to differentiate a game.   . |
| **Tennis** | * To become familiar with balls and short tennis racquets. * To control ball on racquet. * To hold racquet in correct position for different techniques. * To keep ball in play for short periods. * To hit a ball using forearm. | * To master the position of the tennis racquet in hands. * To hit a ball using forearm with increased precision. * To get ball into play. * To accurately serve underarm over the net. * To learn a drop serve. * To learn how to volley. * To build up a rally. * To focus on strokes with increased accuracy. * To play a variety of shots in a game situation. * To play a competitive game of tennis. | * To show/use a range of techniques to hit a ball/shuttle. * To develop ground strokes and volley shots. * To develop aim/target by using a range of wall/net base games. * To develop a backhand stroke. * To use an overhead serve. * To play a variety of shots in a game situation. * To play single/double games and understand the rules. * To use the scoring system in singles game. * To use scoring system in a doubles game. | * To demonstrate and use the correct grip for racquet and understand how to get it into ready position. * To make contact with the shuttle/ball and select the correct shot. * To serve a shuttle/ball in order to start a game. * Recognise the difference between high/low serves. * To understand how to make a clear shot and the impact that can have on winning points in a game. * To use a drop-shot and know where is best to aim it for. * To use a range of shots/tactics to outwit opponents. * To play doubles games and work as a pair to outwit opposite team. |
| **Athletics** | * To run in directions and at different speeds (sprinting and cross country). * To improve throwing technique. * To perform a variety of throws using a selection of equipment. * To reinforce jumping techniques. * To understand relay and passing the baton. * To choose appropriate running techniques. * To compete in mini competitions, recording scores. | * To select and maintain a running pace for different distances. * To develop the ability to run for longer distances (200m). * To practise throwing with accuracy and power. * To know how to throw safely and with understanding. * To understand which technique is the most effective when jumping for distance (long jump). * To perform a running jump with more than one component (triple jump). * To explore different footwork patterns. * To demonstrate good running technique in a competitive situation. | * To use the correct technique to run at speed. * To develop the ability to run for longer distances/periods of time (800 – 1200m) * To identify and apply techniques of relay races. * To throw with accuracy and power. * To develop skills to improve the distance of a pull throw (shot putt). * To explore different footwork patterns. * To understand which technique is the most effective when jumping for distance (long jump). * To demonstrate good running technique in a competitive situation. * Begin to record, evaluate self, and peer performance. | * To investigate running styles and changes of speed. * To develop the ability to run for longer distances/periods of time (800 – 2000m). * To perform a variety of throws with increased accuracy and distance, using a range of equipment. * Can perform a running jump with more than one component. * To understand which techniques is most effective when jumping distances (triple jump). * To demonstrate good running technique in a competitive situation. * Begin to record, evaluate self, and peer performance. |
| **Swimming and water safety** | * Swims competently, confidently and proficiently over a distance of at least 25 metres. * To show breathing control introduction to deeper water. * To tread water for shorter periods of time. * Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. * Performs safe self-rescue in different water-based situations. |  |  | * Swims competently, confidently and proficiently over a distance of at least 25 metres. * Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. * Performs safe self-rescue in different water-based situations. * To tread water for longer period of time. |
| **Healthy lifestyle and Diet** | * Explain why it is important to warm-up and cool-down. * Identify the benefits of healthy food choices. * Identify major body parts using technical vocabulary (heart, brain, lungs and skeleton). | * Identify some muscle groups. * Explain using technical vocabulary why warming up is important and the different techniques used to warm- up (static/dynamic stretching). * Identify different food groups and names some examples. * Identify major body parts using technical vocabulary (heart, brain, lungs, small/large intestine, and stomach, skeleton). | * Identify gross muscle groups. * Explain why keeping fit is important for the body. * Identify how exercise effects major body parts using technical vocabulary (heart, brain, lungs, skeleton). * Explain the effect exercise has on the body. * Explain the safety principles when preparing for exercise. * Identify different food groups and understand the benefits of a balanced diet. | * Identify gross/fine muscle groups. * Explain why keeping fit is important for the body. * Explain the effect exercise has on the body. * Identify how exercise effects major body parts using technical vocabulary (heart, brain, lungs, skeleton). * Explain the safety principles when preparing for exercise. * Identify different food groups and understand the benefits of a balanced diet. |