

**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.
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| **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.
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| **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.

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| **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.
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| **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.
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| **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.
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| **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.
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