

Physical Education (P.E.)



End Point measures EYFS to Y6

Year Group	End Points
EYFS	<p>Physical Development, Gross Motor Skills:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Year 1	<ul style="list-style-type: none"> • Make body curled, tense, stretched and relaxed. • Control body when travelling and balancing. • Copy sequences and repeat them. • Roll, curl, travel and balance in different ways. • Throw underarm. • Throw and kick in different ways. • Perform own dance moves. • Copy or make up a short dance. • Move safely in a space. • To further develop movement skills, e.g. running, jumping, skipping, etc. • To begin to play team games.
Year 2	<ul style="list-style-type: none"> • Plan and perform a sequence of movements in gymnastics. • Improve sequence based on feedback. • Think of more than one way to create a sequence which follows some 'rules'. • Use hitting, kicking and/or rolling in an attacking and defending game. • Decide the best space to be in and use a tactic during a game. • Follow rules and participate in a number of attacking and defending team games. • Change rhythm, speed, level and direction in dance. • Make a sequence by linking sections together. • Use dance to show a mood or feeling.
Year 3	<ul style="list-style-type: none"> • run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do • be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly • adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance • improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases • follow a map in a familiar context • use clues to follow a route • follow a route safely • compare and contrast gymnastic sequences • recognise own improvement in ball games • 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] • perform safe self-rescue in different water-based situations.
Year 4	<ul style="list-style-type: none"> • sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed • throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases • take the lead when working with a partner or group • use dance to communicate an idea • follow a map in a (more demanding) familiar context • follow a route within a time limit

	<ul style="list-style-type: none"> • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others
<p>Year 5</p>	<ul style="list-style-type: none"> • Pupils can compete in sport and other activities build character and help to embed values such as fairness and respect • Pupils can develop competence to excel in a broad range of physical activities • Pupils can be physically active for sustained periods of time • Pupils can engage in competitive sports and activities and respond appropriately • Pupils can explain how to lead healthy, active lives • Pupils can become physically confident in a way which supports their health and fitness • Pupils can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
<p>Year 6</p>	<ul style="list-style-type: none"> • Pupils can compete in sport and other activities build character and help to embed values such as fairness and respect • Pupils can develop competence to excel in a broad range of physical activities • Pupils can be physically active for sustained periods of time • Pupils can engage in competitive sports and activities and respond appropriately • Pupils can explain how to lead healthy, active lives • Pupils can become physically confident in a way which supports their health and fitness • Pupils can develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success • Pupils are able to swim 25 metres or more use a range of strokes and perform self-rescue techniques