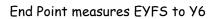
## Physical Education (P.E.)





Year Group	End Points
EYFS	<ul> <li>Physical Development, Gross Motor Skills:</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
Year 1	<ul> <li>Make body curled, tense, stretched and relaxed.</li> <li>Control body when travelling and balancing.</li> <li>Copy sequences and repeat them.</li> <li>Roll, curl, travel and balance in different ways.</li> <li>Throw underarm.</li> <li>Throw and kick in different ways.</li> <li>Perform own dance moves.</li> <li>Copy or make up a short dance.</li> <li>Move safely in a space.</li> <li>To further develop movement skills, e.g. running, jumping, skipping, etc.</li> <li>To begin to play team games.</li> </ul>
Year 2	<ul> <li>Plan and perform a sequence of movements in gymnastics.</li> <li>Improve sequence based on feedback.</li> <li>Think of more than one way to create a sequence which follows some 'rules'.</li> <li>Use hitting, kicking and/or rolling in an attacking and defending game.</li> <li>Decide the best space to be in and use a tactic during a game.</li> <li>Follow rules and participate in a number of attacking and defending team games.</li> <li>Change rhythm, speed, level and direction in dance.</li> <li>Make a sequence by linking sections together.</li> <li>Use dance to show a mood or feeling.</li> </ul>
Year 3	<ul> <li>run at fast, medium and slow speeds; changing speed and direction</li> <li>take part in a relay, remembering when to run and what to do</li> <li>be aware of space and use it to support team-mates and to cause problems for the opposition</li> <li>know and use rules fairly</li> <li>adapt sequences to suit different types of apparatus and criteria</li> <li>explain how strength and suppleness affect performance</li> <li>improvise freely and translate ideas from a stimulus into movement</li> <li>share and create phrases with a partner and small group</li> <li>remember and repeat dance perform phrases</li> <li>follow a map in a familiar context</li> <li>use clues to follow a route</li> <li>follow a route safely</li> <li>compare and contrast gymnastic sequences</li> <li>recognise own improvement in ball games</li> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and</li> <li>breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>
Year 4	<ul> <li>sprint over a short distance and show stamina when running over a long distance</li> <li>jump in different ways</li> <li>throw in different ways and hit a target, when needed</li> <li>throw and catch accurately with one hand</li> <li>hit a ball accurately with control</li> <li>vary tactics and adapt skills depending on what is happening in a game</li> <li>move in a controlled way</li> <li>include change of speed and direction in a sequence</li> <li>work with a partner to create, repeat and improve a sequence with at least three phases</li> <li>take the lead when working with a partner or group</li> <li>use dance to communicate an idea</li> <li>follow a map in a (more demanding) familiar context</li> <li>follow a route within a time limit</li> </ul>

	<ul> <li>provide support and advice to others in gymnastics and dance</li> <li>be prepared to listen to the ideas of others</li> </ul>
Year 5	<ul> <li>Pupils can compete in sport and other activities build character and help to embed values such as fairness and respect</li> <li>Pupils can develop competence to excel in a broad range of physical activities</li> <li>Pupils can be physically active for sustained periods of time</li> <li>Pupils can engage in competitive sports and activities and respond appropriately</li> <li>Pupils can explain how to lead healthy, active lives</li> <li>Pupils can become physically confident in a way which supports their health and fitness</li> <li>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</li> </ul>
Year 6	<ul> <li>Pupils can compete in sport and other activities build character and help to embed values such as fairness and respect</li> <li>Pupils can develop competence to excel in a broad range of physical activities</li> <li>Pupils can be physically active for sustained periods of time</li> <li>Pupils can engage in competitive sports and activities and respond appropriately</li> <li>Pupils can explain how to lead healthy, active lives</li> <li>Pupils can become physically confident in a way which supports their health and fitness</li> <li>Pupils can develop an understanding of how to improve in different physical activities and ports and learn how to evaluate and recognise their own success</li> <li>Pupils are able to swim 25 metres or more use a range of strokes and perform self-rescue techniques</li> </ul>