



## Physical Education End Points for each unit of work

|           | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
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| Nursery   | Baseline   | <b>Gymnastics Unit 1</b><br>Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.         | <b>Dance Unit 1</b><br>Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music. All Nursery children will also access the Balance Bike programme for 6 weeks.                     | <b>Body Management unit 1</b><br>Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.                     | <b>Speed, agility and travel unit 1</b><br>Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.   | <b>Manipulation and coordination unit 1</b><br>Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways. |
|           | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
| Reception | Baseline   | <b>Gymnastics Unit 2</b><br>Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.      | <b>Dance Unit 2</b><br>Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns. All Reception children will also access the Balance Bike programme for 6 weeks. | <b>Body Management unit 2</b><br>Explore a variety of rolling, sliding, etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities. | <b>Speed, agility and travel unit 2</b><br>Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats. | <b>Manipulation and coordination unit 2</b><br>Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.   |
|           | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
| Year 1    | <b>Dance – Unit 1</b><br>Respond to a range of stimuli and types of music. Explore space, direction, elevation, mirroring and partner work. Explore a narrative through a short, structured dance. | <b>Gymnastics - Unit 1</b><br>Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches. | <b>Dance - Unit 2</b><br>Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels.        | <b>Gymnastics - Unit 2</b><br>To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple canon and unison techniques.  | <b>Send and Return - Unit 2</b><br>Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat the opposition.   | <b>Run, Jump, Throw - Unit 2</b><br>Increase stamina and core strength needed to undertake athletics activities. Take part in a broad range of opportunities to extend strength, balance, agility and coordination.                   |

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|        | <p><b>Attack, Defend, Shoot - Unit 1</b><br/>Practice basic movements including running, jumping, throwing and catching<br/>Begin to engage in competitive activities<br/>Experience opportunities to improve agility, balance and coordination.</p>   | <p>To recognise like actions and link.</p> <p><b>Send and Return - Unit 1</b><br/>Able to send an object with increased confidence using hand or bat.<br/>Move towards a moving ball to return.<br/>Sending and returning a variety of balls.</p>  | <p><b>Attack, Defend, Shoot - Unit 2</b><br/>To recognise rules and apply them. Use and apply simple strategies for invasion games.<br/>Preparing for and explaining the reasons why we enjoy exercise.</p>   | <p><b>Run, Jump, Throw - Unit 1</b><br/>Pupils will begin to link running and jumping.<br/>Learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.</p>  | <p><b>Hit, Catch, Run - Unit 1</b><br/>Able to hit objects with hand or bat.<br/>Track and retrieve a rolling ball.<br/>Throw and catch a variety of balls and objects.</p>   | <p>Cooperate with others to carry out more complex physical activities</p> <p><b>Hit, Catch, Run - Unit 2</b><br/>Develop sending and receiving skills to benefit fielding as a team.<br/>Distinguish between the roles of batters and fielders.<br/>Introduce the concept of simple tactics.</p>  |
| Year 2 | <p><b>Dance – Unit 1</b><br/>Apply facial expressions to music showing emotions such as fear and anger. Begin to use spatial and dynamic choices in work. Offer feedback and respond to feedback.</p> <p><b>Attack, Defend, Shoot - Unit 1</b><br/>Can send a ball using feet and can receive a ball using feet.<br/>Refine ways to control bodies and a range of equipment.<br/>Recall and link combinations of skills, e.g. dribbling and passing.</p> | <p><b>Gymnastics - Unit 1</b><br/>Describe and explain how performers can transition and link elements.<br/>Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.</p> <p><b>Send and Return - Unit 1</b><br/>Be able to track the path of a ball over a net and move towards it<br/>Begin to hit and return a ball using a variety of hand and racquet with some consistency<br/>Play modified net/wall games throwing, catching and sending over a net.</p> | <p><b>Dance - Unit 2</b><br/>Perform using more sophisticated formations as well as an individual.<br/>Use the stimuli to copy, repeat and create dance actions and motifs.</p> <p><b>Attack, Defend, Shoot - Unit 2</b><br/>Select and apply a small range of simple tactics<br/>Recognise good quality in self and others.<br/>Work with others to build basic attacking play</p> | <p><b>Gymnastics - Unit 2</b><br/>Develop body management through a range of floor exercises<br/>Use core strength to link recognised gymnastics elements, e.g., back support and half twist.<br/>Attempt to use rhythm while performing a sequence</p> <p><b>Run, Jump, Throw - Unit 1</b><br/>Develop power, agility, coordination and balance over a variety of activities<br/>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops<br/>Can negotiate obstacles showing increased control of body and limbs</p> | <p><b>Send and Return - Unit 2</b><br/>Be able to make it difficult for their opponent to score a point<br/>Begin to choose specific tactics appropriate to the situation<br/>Transfer net/wall skills to volleyball style games<br/>Improve agility and coordination and use in a game</p> <p><b>Hit, Catch, Run - Unit 1</b><br/>Develop hitting skills with a variety of bats<br/>Practice feeding/bowling skills<br/>Hit and run to score points in games</p> | <p><b>Run, Jump, Throw - Unit 2</b><br/>Improve running and jumping movements, work for sustained periods of time Reflect on activities and make connections between a healthy active lifestyle Experience and improve on jumping for distance and height</p> <p><b>Hit, Catch, Run - Unit 2</b><br/><br/>Work on a variety of ways to score runs in the different hit, catch, run games<br/><br/>Work in teams to field<br/><br/>Begin to play the role of wicketkeeper or backstop</p> |

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| Year 3 | <p><b>Dance - Unit 1</b><br/>Practise different sections of a dance aiming to put together a performance<br/>Perform using facial expressions<br/>Perform with a prop .</p> <p><b>Tag Rugby</b><br/>Handle a rugby ball with confidence Evade attackers using footwork and body control Link skills to perform as a team in attack Use basic game principles of tag rugby and play within simpler rules</p> | <p><b>Cricket</b><br/>To be able to adhere to some of the basic rules of cricket. To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency including striking a bowled ball</p> <p><b>Hockey</b><br/>Play in a hockey-type invasion game. Improve game-based agility. Manipulate objects using a stick and ball with safety and control.</p> | <p><b>Gymnastics - Unit 1</b><br/>Modify actions independently using different pathways, directions and shapes Consolidate and improve the quality of movements and gymnastics actions Relate strength and flexibility to the actions and movements they are performing Use basic compositional ideas to improve sequence work—unison</p> <p><b>Badminton</b><br/>Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.</p> | <p><b>Dance - Unit 2</b><br/>Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.</p> <p><b>Netball</b><br/>To be able to perform basic netball skills such as passing and catching using recognised throws To use space efficiently to build attacking play To implement the basic rules of netball.</p> | <p><b>Gymnastics - unit 2</b><br/>Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive moves into floor work through jumps and leaps Show increasing flexibility in shapes and balances.</p> <p><b>Athletics</b><br/>Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force.</p> | <p><b>Rounders</b><br/>To be able to play simple rounders games To apply some rules to games To develop and use simple rounders skills.</p> <p><b>Football</b><br/>Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules of football.</p> |
| Year 4 | <p><b>Dance - Unit 1</b><br/>Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a group with a set starting position.</p> <p><b>Tag Rugby</b><br/>To consistently perform basic tag rugby skills Implement rules and develop</p>   | <p><b>Cricket</b><br/>To develop the range of Cricket skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context Consolidate existing skills and apply with consistency.</p>   | <p><b>Gymnastics - Unit 1</b><br/>Become increasingly competent and confident to perform skills more consistently Able to perform in time with a partner and group. Use compositional ideas in sequences such as changes in height, speed and direction.</p> <p><b>Badminton</b><br/>Explore and use different shots with</p>   | <p><b>Dance - Unit 2</b><br/>Concentrating on one simple theme throughout and linking all activities to communicate this to an audience.</p> <p><b>Netball</b><br/>Introduce high five netball positions Acquire and apply basic shooting techniques Demonstrate and implement some basic</p>   | <p><b>Gymnastics - Unit 2</b><br/>Develop an increased range of body actions and shapes to include in a sequence Define muscles groups needed to support the core of their body Refine taking weight on small and large body parts, for example, hand and shoulder</p>  | <p><b>Rounders</b><br/>To develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context Identify different positions in rounders and the roles of those positions.</p>  |

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|        | tactics in competitive situations To increase speed and build endurance during gameplay  | <b>Hockey</b><br>Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.  | both the forehand and backhand.<br>Demonstrate different badminton skills. Practise some trick shots in isolation.   | rules of high five<br>Develop netball skill such as marking and footwork  | <b>Athletics</b><br>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.  | <b>Football</b><br>Introduce some defensive skills<br>Dribbling in different directions using different parts of their feet Passing for distance Evaluating skills to aid improvement.   |
| Year 5 | <p><b>Dance - Unit 1</b><br/>Perform different styles of dance fluently and clearly Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression<br/>Worked collaboratively in groups to compose simple dances<br/>Recognise and comment on dances suggesting ideas for improvement.</p> <p><b>Tag Rugby</b><br/>To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and</p> | <p><b>Cricket</b><br/>Link together a range of skills and use in combination<br/>Collaborate with a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p><b>Hockey</b><br/>Combine basic hockey skills such as dribbling and pus pass Select and apply skills in a game situation confidently Play effectively in different positions on the pitch including in defence To increase power and strength of passes,</p> | <p><b>Gymnastics - Unit 1</b><br/>Create longer and more complex sequences and adapt performances<br/>Take the lead in a group when preparing a sequence<br/>Develop symmetry individually, as a pair and in a small group<br/>Compare performances and judge strengths and areas for improvement<br/>Select a component for improvement. For example—timing or flow.</p> <p><b>Badminton</b><br/>Use different types of serves and shots in-game. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques.</p> | <p><b>Dance - Unit 2</b><br/>Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities.<br/>Work with devices to add interest to action and explore different types of jumps.</p> <p><b>Netball</b><br/>Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.</p> | <p><b>Gymnastics - Unit 2</b><br/>Take responsibility for own warm-up including remembering and repeating a variety of stretches<br/>Perform more complex actions, shapes and balances with consistency<br/>Use information given by others to improve performance<br/>Remember and repeat longer sequences with more difficult actions.</p> <p><b>Athletics</b><br/>Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed<br/>Perform a range of</p> | <p><b>Rounders</b><br/>Link together a range of skills and use in combination.<br/>Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance.</p> <p><b>Football</b><br/>To play effectively in a variety of positions and formations on the pitch Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed.</p> |

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|        | defending To increase the power of passes so the ball can be moved quickly over greater distance   | moving the ball over longer distances.   |   |   | jumps and throws demonstrating increasing power and accuracy.  |   |
| Year 6 | <p><b>Dance - Unit 1</b><br/>Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language &amp; terminology.</p> <p><b>Tag Rugby</b><br/>Choose and implement a range of strategies and tactics to attack and defend Combine and perform more complex skills at speed Observe, analyse and recognise good individual and team performances Suggest, plan and lead a warm-up as a small group</p> | <p><b>Cricket</b><br/>Apply with consistency standard cricket rules in a variety of different styles of games Attempt a small range of recognised shots in isolation and in competitive scenarios Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p><b>Hockey</b><br/>Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.</p> | <p><b>Gymnastics - Unit 1</b><br/>Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence.</p> <p><b>Badminton</b><br/>Develop a wider range of shots, including drop and smash. Begin to use more sophisticated tactics. Play with fluency with a partner in doubles scenarios.</p> | <p><b>Dance - Unit 2</b><br/>Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.</p> <p><b>Netball</b><br/>Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances.</p> | <p><b>Gymnastics - Unit 2</b><br/>Perform increasingly complex sequences Combine own ideas with others to build sequences Compose and practise actions and relate to music Show a desire to improve competency across a broad range of gymnastics actions.</p> <p><b>Athletics</b><br/>Become confident and expert in a range of techniques and recognise their success Apply strength and flexibility to a broad range of throwing, running and jumping activities Work in collaboration and demonstrate improvement when working with self and others Accurately and confidently judge across a variety of activities.</p> | <p><b>Rounders</b><br/>Apply rounders rules consistently in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p><b>Football</b><br/>Choose and implement a range of strategies to attack and defend. To perform a wider range of more complex skills Recognise and describe good individual and team performances Suggest, plan and lead simple drills for given skills.</p> |

**Swimming** All children in Years 3-6 will attend swimming lessons for 7 weeks each year.

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| Beginning swimmers    | Swim short distances unaided between 5 & 20 metres using one consistent stroke Propel themselves over longer distances with the assistance of swimming aids Move with more confidence in the water including submerging themselves fully Enter and exit the water independently  |
| Intermediate swimmers | Swim over greater distances, between 10 & 20 meters with confidence in shallow water Begin to use basic swimming techniques including correct arm and leg action Explore and use basic breathing patterns Enter and exit the water in a variety of ways Take part in problem-solving activities such as group floats and team challenges |
| Advanced swimmers     | Bring control and fluency to at least two recognised strokes Implement good breathing techniques to allow for smooth stroke patterns Attempt personal survival techniques as an individual and group with success Link lengths together with turns and attempt tumble turn in isolation and during a stroke                              |