

End points KS2 Physical Education

	Y3	Y4	Y5	Y6
	<p>National Curriculum: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

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Football	<ul style="list-style-type: none"> • Can send and receive the ball. • Can dribble ball but sometime loses control. • Can understand the basic rules of football (attacking, defending and shooting) • Can shoot at the goal with sporadic success. 	<ul style="list-style-type: none"> • Can send a receive a ball with accuracy, using techniques such as inside of foot. • Shows knowledge of the rules of football (attacking, defending and shooting). • Can dribble, keeping the ball within reach, sometimes loses control • Can begin to contribute to game situations (competitive). • Can shoot towards the goal with increasing accuracy but sporadic success. 	<ul style="list-style-type: none"> • Can send a receive a ball with accuracy, using variety of parts of foot to team players. • Can dribble with the ball and keep control. • Can control ball and knows dominant foot. • Can show understanding and apply rules of attack and defence in competitive situations. • Can shoot using front of foot with accuracy. 	<ul style="list-style-type: none"> • Can send a receive a ball whilst moving. • Can dribble the ball within game situation past an opponent. • Can control the ball with dominant foot and sometimes non-dominant foot. • Can shoot and strike with front of foot, accurately at the net. • Can play to strengths of attack or defence.
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Rugby / Tag Rugby	<ul style="list-style-type: none"> • Can explain some basic rules of tag rugby • Can score a try. • Can hold the ball but sporadically drops. • Can throw and catch the ball (still can be with limited power and aim and accuracy -sometimes forgetting to pass backwards) • Can tag an opponent close to them. 	<ul style="list-style-type: none"> • Can show understanding of the rules of tag rugby and applies these throughout sessions • Can run forwards with the ball towards the line, beginning to find spaces to avoid opponents • Can run to the try line and can score a try • Can hold the ball, sometimes dropping the ball in game situations • Throws and catches the ball with developing accuracy and power backwards. • Can tag opponents when in easy reach. 	<ul style="list-style-type: none"> • Can explain the rules of tag rugby and some of rugby. • Score a try in game situations • Can run into space to avoid opponents and gets into space for team players to pass • Can throw the ball backwards with power and aim, sometimes over/under throwing. • Can show development of catching the rugby ball, especially when moving. • Can tag opponents and watches for spacing of opponents in a game (marks). 	<ul style="list-style-type: none"> • Can show strong understanding of the rules and plays to these rules throughout game situations, including importance of tries. • Can dodges opponents and finds space and calls for ball throughout team games • Can throw the ball backwards with power and accuracy, the ball reaching the opponent the majority of the time • Can catches the ball in play and can do this whilst running. • Shows desire to seek out opponents and tag them.
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Swimming	<ul style="list-style-type: none"> • Can enter and exit the water • Can float on front and back (Self rescue 'make a star and float on your back') • Can submerge under the water • Can push and glide in the water. • Can move effectively and efficiently through the water using alternating and simultaneous strokes on front and back. 	<ul style="list-style-type: none"> • Can move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke and butterfly. • Can improve aquatic breathing. • Can submerge and swim under water. • Can understand/apply how to improve stroke technique and increase distance covered. • Can take part in fun competition-relay races 	<ul style="list-style-type: none"> • Can move effectively through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke and butterfly. • Can swim using an effective technique in at least 3 strokes for 10m. • Can improve stroke technique including increasing distance (ie length work) through training skills/practices. • Can complete introduction to water safety and deep-water work. • Can take part in competitive races with peers. 	<ul style="list-style-type: none"> • Can swim competently, confidently and proficiently over a distance of at least 25m. • Can use a range of strokes effectively. (for at least 15m) • Can perform safe self-rescue in different water-based situations. • Can explain the dangers of water and how to act responsibly when playing in or near different water environments. • Can show development of survival and self-rescue skills: treading water, floating and resting in the water, attracting attention, swimming in clothes and buoyancy aids. • Can take part in competitive races.
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Cricket/Rounders	<ul style="list-style-type: none"> • Can hold a cricket/rounders bat correctly • Can attempt to strike the ball. • Can work as a team using fielding skills to attempt to stop opponents. • Can accurately throw overarm at a target from a stationary position. • Can explain basic understanding of the rules of cricket/rounders (including backstop/wicket keeper importance). 	<ul style="list-style-type: none"> • Can practice and consolidate catching/fielding skills. • Can bowl underarm at the opponent. • Can accurately throw overarm at a target from a moving position. • Can develop power and direction of the ball using the full face of the bat (cricket). • Can understand basic rules of cricket/rounders. • Can practise and consolidate areas of strength and improve areas for development. 	<ul style="list-style-type: none"> • Can develop control and direction when batting • Can improve accuracy in overarm bowling through developing technique. • Can improve skills of catching on the move through practice. • Can use a variety of effective throwing techniques to return the ball to a bowler • Can collaborate with a team to choose, use and adapt rules in games 	<ul style="list-style-type: none"> • Can attempt a range of recognised shots in isolation and in competitive scenarios • Can confidently undertake the positions of batter, bowler and fielder • Can use a range of tactics for attacking and defending in the role of bowler, batter and fielder • Can apply cricket/rounders rules with consistency • Can identify their own and others strengths and areas for improvement.
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Netball/Basketball	<ul style="list-style-type: none"> • Can move with a ball towards the net with control using a range of passes to team players. • Can explain/ show their role as an attacker and as a defender. • Can move into space to help support a team. • Can defend an opponent and try to win the ball. • Can attempt to shoot. • BASKETBALL – can dribble the ball with sporadic control. 	<ul style="list-style-type: none"> • Can pass, receive and shoot the ball with increasing control. • Can work as part of a team to keep possession and score goals when attacking. • Can defend one on one and know when and how to win the ball. • Can use simple tactics to help a team score or gain possession in competitive situations. • Can explain basic rules of netball/basketball. 	<ul style="list-style-type: none"> • Can show understanding of different skills for different situations and begin to use these. • Can move into space to help a team. • Can play in a range of positions and know how to contribute when attacking and defending. • Can pass, receive and shoot the ball with some control under pressure. • Can evaluate how to improve technique. 	<ul style="list-style-type: none"> • Can pass, receive and shoot the ball with increasing control under pressure. • Can select the appropriate action for the game situation. • Can create and use a variety of tactics to help a team. • Can create and use space to help a team. • Can select and apply different movement skills (passes) to lose a defender. • Can use marking, and/or interception to improve defending.
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Gymnastics	<ul style="list-style-type: none"> • Can choose and plan sequences of contrasting actions using a range of shapes and balances. • Can complete actions with increasing balance and control. • Can move in unison with a partner. • Can travel with purpose on both floor and apparatus. • Can, with help, recognise how performances could be improved. 	<ul style="list-style-type: none"> • Can safely perform balances individually and with a partner. • Can plan and perform sequences with a partner that include a change of level and shape. • Can move with ease over a range of apparatus. • Can explain how body tension can improve the control and quality of their movements. • Can watch, describe and suggest possible improvements to a performance. 	<ul style="list-style-type: none"> • Can create and perform sequences using apparatus, individually and with a partner. • Can use set criteria to make simple judgments about performances and suggest ways they could be improved. • Can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Can use and develop strength and flexibility to improve the quality of a performance. 	<ul style="list-style-type: none"> • Can show understanding of what counter balance and counter tension is and show examples with a partner. • Can combine and perform gymnastic actions, shapes and balances with control and fluency on both apparatus and the floor. • Can create, perform and evaluate sequences using a range of techniques to improve the quality. • Can suggest changes and use feedback to improve a sequence. • Can work on flexibility, strength and balance to help refine performances.
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Dance	<ul style="list-style-type: none"> • Can create simple dance routines with a partner and in a small group using both canon and unison. • Can repeat, remember and perform a dance. • Can use counts to keep in time with a group and the music. 	<ul style="list-style-type: none"> • Can use simple movements and patterns to structure dance routines on my own, with a partner and in a group. • Can use formation, canon and unison to develop a dance. • Can repeat and remember dance phases and dances, keeping in time to the beat. • Can perform dances and reflect on other performances. 	<ul style="list-style-type: none"> • Can adapt and refine actions and dynamics in a dance. Making improvements throughout. • Can perform different styles of dance clearly and fluently. • Can recognise and comment on dances, showing an understanding of style, keeping in time to the beat. • Can suggest ways to improve their own and other people's work. • Shows knowledge of performance importance. 	<ul style="list-style-type: none"> • Can work creatively and imaginatively individually, with a partner and in a group to choreograph simple dances. • Can adapt and refine actions and dynamics to improve a dance. • Can perform dances fluently and with control, keeping in time with the music. • Can use appropriate language to evaluate and refine their own and others' work.
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Orienteering	<ul style="list-style-type: none"> • Can follow and give instructions. • Can communicate ideas and listen to others. • Can plan and attempt to apply strategies to solve problems. • Can show development of basic map reading skills. 	<ul style="list-style-type: none"> • Can accurately follow and give instructions. • Can identify key symbols on a map and use a key to help navigate around a grid. • Can plan, apply and reflect on strategies to solve problems. • Can work in a group to solve problems. 	<ul style="list-style-type: none"> • Can reflect on when and how they were successful at solving challenges, and alter methods in order to improve. • Can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Can use critical thinking to approach a task. • Can navigate around a course using a map. 	<ul style="list-style-type: none"> • Can use critical thinking to form ideas. • Can work as a group, selecting and applying the best method to solve a problem. • Can reflect on when and how they are successful at solving challenges, and adapt methods in order to improve. • Can orientate and map efficiently to navigate around a course.
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Athletics	<ul style="list-style-type: none"> • Can run at fast, medium and slow speeds. • Can use safe take-off and landing techniques when jumping. • Can develop jumping for distance and height. • Can take part in a relay activity, remembering when to run and what to do. • Can throw a variety of objects, changing my action for accuracy and distance. 	<ul style="list-style-type: none"> • Can demonstrate the difference between sprinting and running over varying distances. • Can demonstrate different throwing techniques. • Can jump for distance and height with control and balance. • Can throw with some accuracy and power into a target area. • Can take part in races/ activities competitively amongst peers. 	<ul style="list-style-type: none"> • Can choose the best pace for a running event. • Can perform a range of jumps showing some technique including take off and landing. • Can show accuracy and good technique when throwing for distance. • Can show understanding how stamina and power help people to perform well in different athletic activities. • Can compete against peers. 	<ul style="list-style-type: none"> • Can select and apply the best pace for a running event. • Can exchange a baton with success. • Can perform jumps for height and distance using good technique. • Can show accuracy and good technique when throwing for distance. • Can evaluate self and peer performances and try to improve. • Can compete against peers.
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Hockey	<ul style="list-style-type: none"> • Can hold a hockey stick correctly and know which side to use • Can perform a push pass • Can pass and stop the ball • Can understand the basic rules of hockey • Can keep the ball in a 1v1 situation 	<ul style="list-style-type: none"> • Can show knowledge of how to use different sides of the hockey stick correctly • Can dribble the ball using the correct side of the stick • Can find space when attacking and defending • Can try and begin to score a goal from a designated spot • Can understanding of hockey rules • Can use correct techniques in a mini game. 	<ul style="list-style-type: none"> • Can combine basic hockey skills such as dribbling and push pass. • Can change direction using the correct side of the stick. • Can confidently select and apply skills in a game situation. • Can learn different hockey match positions. • Can play effectively in different positions on the pitch including in defence. • Can increase power and strength of passes, moving the ball over longer distances. 	<ul style="list-style-type: none"> • Can choose and implement a range of strategies and tactics to attack and defend • Can use speed, changing of direction and dribbling to advance towards team's goal. • Can combine and perform more complex skills at great speed • Can recognise and describe good individual and team performances • Can suggest, plan and lead a warm up as a small group. • Can play small games competitively against peers.
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