

PE END POINTS



Reception	Children should show good control and co-ordination in small movements and move fluently with developing control and grace, safely negotiating space. In dance they should use and refine basic movements to express their ideas and feelings and respond to different types of music showing a range of emotions. In gymnastics be able to balance in different ways and perform basic rolling techniques and different ways of travelling. They should be able to run at slow and fast speeds in straight lines and use a basic throwing action to throw and object
Year 1	Children should have fundamental movement skills including running, jumping, balancing, throwing, and catching. They have begun to perform learnt skills with some control and can engage in competitive activities and team games. They can watch and describe performances and begin to say how performances can be improved.
Year 2	Children should be able to master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. They should also be able to participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.
Year 3	Children should be able to run, jump and throw using a variety of techniques. In dance, share and create dance phrases with a partner and in a small group. Adapt sequences to suit different types of apparatus and their partner's ability in gymnastics. To understand and use rules fairly to keep games going and take an active part in those games.
Year 4	Children should be able to throw a variety of objects, changing their action for accuracy and distance. They should also be able to link running and jumping activities with some fluency, control, and consistency. In dance, they should respond imaginatively to a range of stimuli related to character and narrative and use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. In gymnastics, perform actions, balances, body shapes and agilities with control as well as plan, perform and repeat longer sequences that include changes of speed and level, clear shapes, and quality of movement. They should also be able to use a variety of simple tactics for attacking and defending well, keeping possession of the ball as a team, and getting into positions to score or make effective contributions. Finally, when swimming should be able to swim 25 metres using a range of strokes as well as perform safe self-rescue in water-based situations.
Year 5	Children should be able to understand and demonstrate the difference between sprinting and running for sustained periods as well as know and demonstrate a range of throwing techniques. In dance, be able to compose motifs and plan dances creatively and collaboratively in groups and individually. Both independently and collaboratively be able to create, practise and refine longer, more complex sequences for a performance, including changes in level, direction, and speed. In games, be able to pass, dribble and shoot with control in games in addition to being able to identify and use tactics to help their team keep the ball and take it towards the opposition's goal.
Year 6	Children should be able to use running, jumping, throwing, and catching in isolation and in combination. They should be able to 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. In gymnastics they should have developed flexibility, strength, technique, control, and balance. In dance, be able to perform dances



	<p>using a range of movement patterns. Also, take part in outdoor and adventurous activity challenges both individually and within a team and finally compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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