

End Points Expectations

By the end of **EYFS** pupils should be able to:

- Jump, slide, roll, move over, under and on apparatus.
- Demonstrate a variety of basic shapes, jumps, balances and rolls.
- Link simple balance, jump and travel actions.
- Copy, repeat, and perform simple movement patterns.
- Recognise that actions can be reproduced in time to music; beat patterns and different speeds.
- Stretch, reach, extend in a variety of ways and positions.
- Control their body and perform specific movements on command.
- Travel with some control and coordination.
- Change direction at speed through both choice and instructions.
- Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully
- Send and receive a variety of objects with different body parts.
- Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.
- Move confidently and cooperatively in space and travel in a range of ways.
- Describe how their bodies feel after exercise

By the end of **Year 1** pupils should be able to:

- Observe and copy single movements and skills and coordinate body parts with a reasonable degree of accuracy and developing control
- Perform simple dances using simple movement patterns, with prompts
- Send and receive a variety of objects with developing control
- Demonstrate good static balance across a range of different body shapes and positions and using bases of varying sizes
- Begin to develop simple dynamic balance
- Move in a range of different ways with increasing control
- Understand and follow simple rules
- Use appropriate vocabulary to talk about what they are doing
- Provide and listen to simple feedback to a partner on a specific focus
- Observe and copy others
- Travel with increasing control
- Identify appropriate movements to link to a given theme
- Understand key safety principles eg: using equipment safely, moving and landing safely
- Work independently on simple tasks, for short periods, asking for help when needed
- Work with a partner, sharing and taking turns
- Show an awareness of why exercise is good for health
- Say how their bodies feel before, during and after exercise

By the end of **Year 2**, pupils should be able to:

- Move confidently in a range of different ways, linking together simple actions with control.
- Perform a short series of actions/movements with some changes in level, speed and direction
- Show good dynamic balance in a range of different contexts

- Show good co-ordination skills to throw, catch, strike, bounce, trap and kick a variety of objects in different contexts
- Create and perform simple dances using simple movement patterns
- Describe what he/ she or a partner is doing using key words
- Remember and repeat simple movements and short patterns
- Begin to use simple strategies for attacking and defending eg: dodging, moving or sending into space
- Begin to apply skills in a range of different activity areas
- Create simple games and activities and identify the rules needed to make them successful
- Create and perform simple dances using simple movement patterns
- With encouragement, persist when learning is challenging and understand the importance of practice
- Work independently and have a range of strategies for accessing help when needed
- Have the confidence to share their work and ideas and listen to others do the same.
- Work with a partner to plan and review work
- Describe how their bodies change before, during and after exercise
- Explain why it is important to warm up and cool down

By the end of **Year 3**, pupils should be able to:

- Use a broad range of movement skills with control and consistency and relevant to the learning context.
- Begin to use fundamental movement skills in combination in sequences and in small game situations
- Hit and send a ball using a range of equipment
- Follow games rules accurately and fairly
- Throw with speed and power and apply appropriate force
- Begin to use skills effectively to execute simple attack and defence strategies in a range of modified game situations
- Apply physical skills with increasing confidence in a range of different activity areas
- Show increasing flexibility in shapes and balances
- Identify similarities in their own and others' work
- Use given success criteria to identify what they can do well and begin to suggest areas for improvement
- Develop sequences of movement that express their own ideas
- Recognise where they are with their learning and challenge themselves
- Persevere with challenging tasks and react positively when things are difficult
- Co-operate with others on simple tasks and give and receive feedback
- Work effectively in small groups where roles are clearly defined to solve problems
- Describe the basic fitness components
- Explain how often and how long they should exercise to be healthy

By the end of **Year 4**, pupils should be able to:

- Use fundamental movement skills in combination and with increasing confidence
- Combine movements in different ways to produce different outcomes
- Compare different styles of running, jumping and throwing
- Apply their skills in a range of modified game situations
- Use skills effectively to execute simple attack and defence strategies in a range of modified game situations
- Use an awareness of space and others to make good decisions
- Describe what they can do well and suggest areas for improvement
- Use compositional ideas in sequences such as changes in height, speed and direction
- Apply rules
- Identify why one action / series of actions is more effective than another using given criteria for success
- Respond creatively in different situations by adjusting skills or tactics to achieve a successful outcome
- Set appropriate and challenging targets for themselves
- Contribute to organising roles and responsibilities within a small group

- Guide a small group through a simple task
- Select and perform their own warm up and cool down activities, appropriate to the activity
- Explain how different activities help develop the different components of fitness

By the end of **Year 5**, pupils should be able to:

- Use a wide range of different movements in combination, maintaining good control, in a range of small-sided game situations.
- Begin to play effectively when attacking and defending
- Begin to adapt the performance of different movements to meet the outcomes required
- Develop increasingly complex sequences of movements
- Formulate strategies to outwit opponents
- Use a variety of skills and techniques creatively to engage an audience
- Plan and organise how to use skills and techniques to produce increasingly successful responses to a task
- Give and receive feedback in a constructive and sensitive manner to improve their own performance and that of others
- Negotiate and collaborate effectively with others, in a range of contexts
- Plan simple activities for themselves and others that will enable them to improve their fitness or specific aspects of their performance
- Identify the possible dangers when planning an activity
- Recognise how some aspects of fitness apply to different sports e.g. power, flexibility and cardiovascular endurance

By the end of **Year 6**, pupils should be able to:

- Combine complex sequences of actions with speed, quality and fluency
- Show confidence in adapting movements and skills to meet a specific outcome
- Throw accurately and consistently with increasing force
- Apply their skills confidently in a range of sport specific contexts
- Demonstrate accuracy, consistency and clarity of movement
- Make effective judgements about the quality of a performance against a number of set criteria
- Identify key strengths and weaknesses of their own and others' performances and know how to improve
- Compare the complexities of different compositional elements, skills or tactics and how they affect performance
- Choreograph simple sequences / dances for themselves and others
- Change their tactics in response to the actions of their opposition
- Create their own learning plan and revise it when necessary
- Apply rules consistently and fairly in a team game situation
- Make appropriate decisions about how to further their own learning and that of others
- Lead and motivate a group to achieve a successful outcome in a range of different activities
- Explain how different individuals need different types and levels of fitness to be more effective in their activity / role / event

