



*'Being Our Best Selves'*

## **Physical Education and End Points at Pear Tree Primary School**

### **Statement of Intent**

We have a planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. This scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. It is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also to ensure that every child has access to at least 30 minutes of physical activity every day.

### **Implementation**

Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Interwoven into the teaching sequence are key assessment questions. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning. Assessments will be carried out on an end of term/end of block basis and will show children ARE, BARE and AARE. The P.E Passport tracker should also show next steps and identify children. We aim to have 30minutes active in every classroom by active lessons, shake awake or golden mile.

### **Impact**

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress can be measured using our assessment spreadsheets. The high quality and consistent approach to PE teaching, should significantly improve attainment in knowledge and skills in PE.

The impact of using specialist coaches and PE Passport will increase the profile of sport, PE and physical activity across the school.



## **Physical Education at Pear Tree Primary School**

### **EYFS Statutory Framework 2021**

Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Physical Development ELG:

Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

13 ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.



## **Physical Education at Pear Tree Primary School**

### **KS1 National Curriculum Aims**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught 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;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

### **KS2 National Curriculum Aims**

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. Pupils should be taught to:

- 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];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- perform dances using a range of movement patterns



## Physical Education at Pear Tree Primary School

Over the academic year each year group will cover the following units. Here is a plan to ensure these units are being covered:

### Units of work:

#### PE Timetable

Half Term	Reception	Year 1/2	KS2	Swimming
1	EYFS (basic movements)	Basic skills linking to games. (small groups and teams)	Basic skills linking into Competitive sports. (catching/throwing/passing/dribbling)	Year 6 swimming
2	Gymnastics	Gymnastics	Gymnastics (Small/large apparatus and equipment) (Floor work/routine)	Year 5 swimming
3	EYFS Dance	Dance	Dance & Personal fitness (Group routine) (circuits/stations)	Year 4 swimming
4	EYFS (basic attacking/defending principles)	Team Games (attacking/defending principles)	Competitive Games (Football/netball/tag-rugby/hockey)	Year 3 swimming
5	Summer Games	Summer Sports	Summer Sports (Cricket/tennis/rounder's/golf)	Year 2 swimming
6	Athletics/Sports day	Athletics	Athletics (track/field)	Year 1 swimming

## Curriculum end points

The PE curriculum is designed with clear key knowledge and skills end points at the end of each year, which are then built upon in a spiral curriculum. **The curriculum that is taught in each year group is designed to build to these end points, for example** it is essential that pupils develop their fundamental movement skills (taught in KS1) before applying them in game situations (taught in KS2). Key aspects from further core subjects, science and maths are contextualised and woven into our PE curriculum. Children’s science knowledge will develop, by understanding how the body works and the importance of a healthy life style as well as aspects of maths, such as recording information in tally charts, keeping score of games and using time.

### GAMES UNIT – End Points

Area	Red/Reception	Year 1 / Orange	Year 2 / Yellow	Year 3 / Green	Year 4 / Blue	Year 5 / Indigo	Year 6 / Violet
<b>Health and fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

<p><b>Striking and hitting a ball</b></p>	<p>Hit a ball with a bat or racquet.</p>	<p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve</p>	<p>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p>
<p><b>Throwing and catching a ball</b></p>	<p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p>	<p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game</p>

<b>Travelling with a ball</b>	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
<b>Passing a ball</b>	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
<b>Possession</b>				Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Using space</b>	Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
<b>Attacking and defending</b>	Play a range of chasing games.	Begin to use the terms attacking and defending.	Begin to use and understand the terms attacking and defending.	Use simple attacking and defending skills in a game.	Use a range of attacking and defending skills and	Choose the best tactics for attacking and defending. Shoot in a game.	Think ahead and create a plan of attack or defence. Apply knowledge of

		Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Use at least one technique to attack or defend to play a game successfully.	Use fielding skills to stop a ball from travelling past them.	techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Use fielding skills as a team to prevent the opposition from scoring.	skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
<b>Tactics and rules</b>	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game
<b>Compete and Perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done	Watch and describe performances.	Watch and describe performances, and use what they see	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances,	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting

		Begin to say how they could improve.	to improve their own performance. Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	thoughtful and appropriate improvements.
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## **ATHLETICS UNIT– End Points**

Area	Red/Reception	Year 1 / Orange	Year 2 / Yellow	Year 3 / Green	Year 4 / Blue	Year 5 / Indigo	Year 6 / Violet
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.

							Know ways they can become healthier.
<b>Running</b>	Run in different ways for a variety of purposes.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
<b>Jumping</b>	Jump in a range of ways, landing safely.	Perform different types of jumps: for example, two feet to two feet, two feet	Perform and compare different types of jumps: for example, two feet to	Use one and two feet to take off and to land with. Develop an	Learn how to combine a hop, step and jump to perform the	Improve techniques for jumping for distance.	Develop the technique for the standing vertical jump.

		<p>to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p>	<p>two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p>	<p>effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p>	<p>standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p>	<p>Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p>Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
<b>Throwing</b>	<p>Roll equipment in different ways. Throw underarm. Throw an object at a target.</p>	<p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop</p>	<p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine</p>

						techniques to throw for increased distance.	techniques to throw for accuracy.
<b>Compete/ Perform</b>	Control their body when performing a sequence of movements Participate in simple games	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

## **GYMNASTICS UNIT– End Points**

Area	Red/Reception	Year 1 / Orange	Year 2 / Yellow	Year 3 / Green	Year 4 / Blue	Year 5 / Indigo	Year 6 / Violet
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively.

				flexibility for physical activity. Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down.	and during exercise.	Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
<b>Aquiring and developi ng skills</b>	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling,	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility

				Begin to show flexibility in movements	balancing and using equipment. Develop strength, technique and flexibility throughout performances	flexibility throughout performances. Combine equipment with movement to create sequences.	throughout performances
<b>Rolls</b>	Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll.
<b>Jumps</b>	Straight jump Tuck jump Jumping jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap
<b>Vault</b>		Straight jump off springboard	Hurdle step onto springboard	Hurdle step onto springboard Squat on vault	Hurdle step onto springboard	Hurdle step onto springboard	Hurdle step onto springboard

			Straight jump off springboard Tuck jump off springboard	Star jump off Tuck jump off Straddle jump off Pike jump off	Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
<b>Bunny Hop</b>	Bunny hop	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
<b>Tiptoe, step, jump and hop</b>	Tiptoe, step, jump and hop Hopscotch	Tiptoe, step, jump and hop Hopscotch Skipping Gallop	Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot
<b>Standing Balances</b>	Standing balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike,	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star,

			Front and back support	tuck, star, straight, straddle shapes Front and back support			straight, straddle shapes Front and back support
<b>Compete/perform</b>	Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these.

## **DANCE UNIT– End Points**

Area	Red/Reception	Year 1 / Orange	Year 2 / Yellow	Year 3 / Green	Year 4 / Blue	Year 5 / Indigo	Year 6 / Violet
<b>Health and Fitness</b>	Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
<b>Dance skills</b>	Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns.

					<p>Begin to vary dynamics and develop actions and motifs in response to stimuli.          Demonstrate rhythm and spatial awareness.          Change parts of a dance as a result of self-evaluation.          Use simple dance vocabulary when comparing and improving work.</p>	<p>devise in response to stimuli.          Use transitions to link motifs smoothly together.          Improvise with confidence, still demonstrating fluency across the sequence.          Ensure their actions fit the rhythm of the music.          Modify parts of a sequence as a result of self and peer evaluation.          Use more complex dance vocabulary</p>	<p>Demonstrate strong and controlled movements throughout a dance sequence.          Combine flexibility, techniques and movements to create a fluent sequence.          Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.          Show a change of pace and timing in their movements.          Move rhythmically and accurately in dance sequences.          Improvise with confidence, still demonstrating fluency across their sequence.          Dance with fluency and control, linking all movements and ensuring that transitions flow.          Demonstrate consistent precision when performing dance sequences. Modify</p>
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							some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
<b>Compete and perform</b>	Control my body when performing a sequence of movements.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
<b>Evaluate</b>	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.