



Curriculum End Points EYFS and KS1

By the end of EYFS

- explore space and how to use space safely. explore traveling actions, shapes and balances
- explore basic movements, creating shapes and balances, jumps and rolls. Begin to develop an awareness of space and how to use it safely. Perform basic skills on both floor and apparatus.
- stop safely,
- use and share equipment
- develop fundamental movement skills such as running, jumping and skipping.
- play simple games and begin to understand and use rules.
- start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

By the end of Year 1

- explore travelling actions, movement skills and balancing
- use space safely and effectively.
- Explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases
- explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. explore skills in isolation as well as in combination.
- develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.
- develop their understanding of attacking and defending and what being 'in possession' means.
- Show respect and kindness towards their teammates and opponents.
- identify areas of strength and areas for improvement.
- work collaboratively with others, taking turns and sharing ideas

By the end of Year 2

- explore space and how their body can move to express and idea, mood, character or feeling
- develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.
- develop skills required in athletic activities such as running at different speeds, jumping and throwing.
- Work collaboratively and independently
- work with a range of different sized balls and apply their skills individually, in pairs and in small groups build on their knowledge of sending and receiving by applying their skills in different situations.
- develop understanding of invasion games and the principles of defending and attacking.
- use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.
- to play to the rules.
- develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.
- Take turns and share ideas



Curriculum End Points LKS2

By the end of Year 3

- Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances
- develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow
- learn yoga poses and techniques that will help them to connect their mind and body.
- improve well being by building strength, flexibility and balance
- improve on key skills such as throwing, dodging and catching.
- learn how to apply simple tactics to the game to outwit their opponent.
- develop their coordination, accuracy, and control of movements.
- observe and recognise improvements for their own and others' skills and identify areas of strengths.
- work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
- develop basic running, jumping and throwing techniques.
- set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
- persevere to achieve their personal best.
- measure, time and record scores.

By the end of Year 4

- set movement to explore and communicate ideas and issues, and their own feelings and thoughts
- learn a wider range of travelling actions and include the use of pathways. develop more advanced actions such as inverted movements and explore ways to include apparatus
- learn yoga poses and techniques that will help them to connect their mind and body.
- improve well being by building strength, flexibility and balance
- contribute to the game by helping to keep possession of the ball
- use simple attacking tactics using sending, receiving and dribbling a ball.
- think about defending and winning the ball and use skills, strategies and tactics to outwit the opposition.
- understand the importance of playing fairly and keeping to the rules
- learn to keep possession of the ball using attacking skills.
- develop strategies and social skills to self-manage games.
- evaluate their own and others' performances and suggest improvements
- develop basic running, jumping and throwing techniques
- develop problem solving skills through a range of challenges. Work as a pair and small group to plan, solve, reflect and improve on strategies



Curriculum End Points UPKS2

By the end of Year 5

- use movement to explore and communicate ideas and issues, and their own feelings and thoughts and be provided with the opportunity to create and perform their work and provide feedback in dance
- learn a wider range of actions such as inverted movements to include cartwheels and handstands. explore partner relationships such as canon and synchronisation and matching and mirroring.
- learn yoga poses and techniques that will help them to connect their mind and body.
- develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.
- develop the range and quality of striking and fielding skills and their understanding of cricket
- select and apply tactics to the game to outwit their opponent
- to think about how they use skills, strategies and tactics to outwit the opposition.
- work with a partner and group to organise and self-manage their own games.
- play with honesty and fair play when playing competitively.
- evaluate and suggest improvements to their own and others' performances.
- Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing
- develop teamwork skills through completion of a number of challenges. work individually, collaboratively in pairs and groups to solve problems.

By the end of Year 6

- To choreography, perform and provide feedback in dance thinking about use of movement to convey ideas, emotions feelings and characters.
- Use variations in level, direction and pathway, combine and link sequences and consider quality and control of their actions in gymnastics.
- Identify techniques to connect their mind and body and build strength, flexibility and balance.
- Show control and fluency in dribbling, sending and receiving a ball under pressure.
- Use skills, tactics, strategies and collaboration to outwit opponents
- Take on the role of referee and play safe and honest
- Set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing
- be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. lead groups and utilise negotiation skills
- Comment on own and others performances suggesting ways to improve.