



## Hallaton Primary School – End Points Document and Overview for PE

*This document should be used with reference to the Big Picture for PE*

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Invasion Games</b> - Throwing &amp; Catching</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music</li> <li>Gain an understanding of rhythm, coordination and direction</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Practice and improve body shapes</li> <li>Learn/improve various rolls and jumps</li> </ul> <p><b>Striking and Fielding Games</b> - kicking, simple attacking and defending skills</p> <p><b>Net/wall games</b> – simple bat &amp; ball games</p> <p><b>Athletics</b> - Running, hopping, skipping races</p> <p><b>Core Balance</b></p> <p><b>Swimming</b></p>	<p><b>Invasion Games</b> – accuracy and aim kicking, simple attacking and defending skills</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music</li> <li>Gain an understanding of rhythm, coordination and direction</li> <li>Discuss dance links with fitness, science and history</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Practice and improve body shapes</li> <li>Learn/improve various rolls and jumps</li> <li>Link shapes, rolls, jumps and turns to create a sequence</li> </ul> <p><b>Striking and Fielding Games</b> - kicking, simple attacking and defending skills</p> <p><b>Net/wall games</b> – simple bat &amp; ball games</p> <p><b>Athletics</b> – Long jump &amp; Relay</p> <p><b>Core Balance</b></p> <p><b>Swimming</b></p>	<p><b>Invasion Games</b> – Football, Dodgeball, Quicksticks Hockey</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music using rhythm, coordination and direction</li> <li>Discuss dance links with Class topic</li> <li>Perform in small groups</li> <li>Evaluate and improve self and others</li> <li>Acknowledge and respond to positive criticism</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Practice and improve balance with various parts of the body- solo and with a partner</li> <li>Create letter shapes with body – solo and with partner</li> <li>Revisit and improve a variety of rolls, jumps and body shapes.</li> <li>Create a sequence introducing pathways, mirroring and variable heights, solo and with a partner</li> </ul> <p><b>Striking and Fielding Games</b> - Rounders</p> <p><b>Net/wall games</b> - Netball, Volleyball</p> <p><b>Athletics</b> - high jump/hurdles</p> <p><b>Core Balance</b></p>	<p><b>Invasion Games</b> – Football, Tag Rugby, Dodgeball, Hockey</p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music using rhythm, coordination and direction</li> <li>Discuss dance links with Class topic</li> <li>Perform in small groups</li> <li>Evaluate and improve self and others</li> <li>Acknowledge and respond to positive criticism</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>practice and improve balance with various parts of the body- solo, with a partner and in small groups, with and without apparatus</li> <li>Create letter shapes and balances solo and with partner</li> <li>Revisit and improve a variety of rolls, jumps and body shapes.</li> <li>Create a sequence introducing pathways, mirroring and variable heights, solo, with a partner and in groups on apparatus</li> </ul>



		(Year 3 Swimming)	<b>Striking and Fielding Games</b> – cricket <b>Net/wall games</b> - Basketball, Boccia <b>Athletics</b> - Javelin, shot put and discus – field events <b>Core Balance</b>
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## Hallaton Primary School – End Points for PE

Reception	Year 1 /Year 2	Lower Key Stage 2	Upper Key Stage 2
<b>Dance</b>			
Can show a range of movement patterns	Can show a range of movement patterns	Can use whole space safely to perform & practice	Can show different dance styles
Develops movements to express an idea or feeling.	Translate ideas from a stimulus into movements.	Create dance phrases to a range of accompaniment	Create dance phrases to a range of stimuli and accompaniments.
Perform short dances with expression.	Develops movements to express an idea or feeling.	Can develop character & narrative ideas	Improvise imaginatively to a wide variety of stimuli.
Talk about how they might improve their dances.	Shows fluency and control in their movements.	Respond to ideas through a variety of movements.	Perform specific motifs for different dance styles
Repeat, remember and perform phrases in a dance	Repeat, remember and perform phrases in a dance	Use a wide range of actions and movement phrases.	Plan dances creatively and collaboratively in groups.
. Practise and refine dance phrases.	Share and create dance phrases with a partner.	Explore different pathways, levels, shape and speed.	Can show choreographic techniques in their work
Can apply basic techniques such as Contrast, Mirroring.	Can apply basic techniques such as Contrast, Mirroring.	Can create dance phrases with a partner.	Use the space effectively to express themselves
Suggest how dances with a partner could be improved	Link actions to make dance phrases with flow	Begin to perform longer dances clearly and fluently	Compose, develop and adapt motifs
	Perform short dances with expression.	Show sensitivity to the dance idea/accompaniment	Perform dance clearly and fluently



	Talk about how they might improve their dances.	Show a sense of rhythm and style when performing.	Perform longer dances with control and fluency
	Use range of descriptive language describe dance.	Describe movements using appropriate vocabulary	Use appropriate dance terminology to describe a dance.
	Suggest how dances with a partner could be improved	Interpret and evaluate their own and others' dances	Describes phrases within a dance
	Practise and refine dance phrases.	Can lead partner in warm up / cool down.	Suggest ways to improve / develop their dance
	Can name basic muscles used in dance movement	Can mobilise joints & stretch muscles before dancing	Explain how Dance can be part of an active lifestyle
<b>Games – invasion</b>			
Describe how the body feels when still and when exercising.	Catching, marking, passing, running with speed, finding space, dodging.	Catching, marking, passing, running at speed, finding space, dodging.	Catching, marking, passing, running at speed, finding space, dodging.
	Put skills into game situation.	Learn basic rules and apply to the above invasion games	Learn basic rule and apply to the above invasion games
Play a range of chasing games.	Understand the importance of communication when working as a team	Put skills into game situation.	Learn positions and responsibilities with in that role
Follow simple rules.		Understand the importance of communication when working as a team	Put skills into game situation and understand the importance of communication when working as a team
Participate in simple games.		Compare differences and similarities of the above games	Compare differences and similarities of the above games
Use equipment to control a ball.		Focus on teamwork, maintaining possession, scoring and defending	Focus on teamwork, maintaining possession, defending, attacking and scoring.
<b>Games – striking and fielding</b>			
Kick an object at a target  Move a ball in different ways, including bouncing and kicking.	Hitting, kicking, batting, catching, throwing over and under arm	Bounce a ball with speed, static and travelling	Bounce a ball with speed, static and travelling



Move safely around the space and equipment	Learn to choose appropriate ball skills for each game.	Field and catch a low and high ball.	Field and catch a low and high ball.
Follow simple rules.	Team work	Strike a ball in various directions	Strike a ball in various directions
Participate in simple games.		Choose and adapt fielding tactic.	Choose and adapt fielding tactic
Use equipment to control a ball.		Apply learnt skills to basic game of rounders	Correct way to hold a golf club Putt and chip a plastic golf ball with accuracy and control
<b>Games – Net and Wall</b>			
Hit a ball with a bat or racquet.	Striking, catching, throwing	Various methods of feeding ball	Correct grip on a bat/racket
Follow simple rules.	Learn ball skills to put into game situation	Focus on direction	Anticipate where the ball will land
Participate in simple games.	Working in teams, partners and solo	Anticipate where the ball will land	Play basic net game – using simple rules
Travel in different ways, including sideways and backwards.		Learn how to create a basic net game – using simple rules	Adapt game to make it inclusive – discuss disabilities and ways we can make our games inclusive for all.
Use equipment to control a ball.		Play seated volleyball in small groups	Introduce the basic rules of 'Boccia' and understand why it is classed as an inclusive game
Catch equipment using two hands.		Adapt game to make it inclusive – discuss disabilities and ways we can make our games inclusive for all.	Anticipate where the ball will land
Roll equipment in different ways.		Learn correct hand positions for volleyball	Play basic net game – using simple rules
Throw underarm. Throw an object at a target.		Learn basic volleyball rules.	Adapt game to make it inclusive – discuss disabilities and ways we can make our games inclusive for all.



		Put skills into volleyball match situation	Introduce the basic rules of 'Boccia' and understand why it is classed as an inclusive game
<b>Gymnastics</b>			
Explore basic body shapes - straight, tuck, straddle, pike	Explore using shapes in different gymnastic balances.	Develop the range of shapes they use in their sequences.	Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions
Perform balances making their body tense, stretched and curled.	Remember, repeat and link combinations of gymnastic balances	Develop strength in bridge and shoulder stand	Explore symmetrical and asymmetrical balances and counter balances
Explore pencil, egg and dish roll progressions.	Explore egg, pencil and dish roll and put into sequence work.	Develop the egg, pencil and dish roll and perform with increased control. Explore straddle, forward and back rolls	Develop control and fluency in egg, pencil, forward, straddle and backward roll.
Explore shape jumps including jumping off low apparatus and landing safely	Explore shape jumps and take off combinations.	Develop control in performing and landing rotation jumps. Select a range of jumps to include in sequence work.	Select a range of jumps to include in sequence work
Know how to carry and place apparatus	lift, move and place equipment safely	create gymnastic sequences that meet a theme or set of conditions	Develop their own gymnastic sequences incorporating speed, shape, level and direction. Demonstrate consistent precision control and fluency
Watch, copy and describe what they and others have done	improve their work using information they have gained by watching, listening and investigating	describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved	Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles, and suggest ways of improving.
<b>Athletics</b>			
Describe how the body feels when still and when exercising.	Introduce correct running technique	high jump/hurdles	Improve correct running technique
Run in different ways for a variety of purposes.	Learn to throw various objects in appropriate ways for: distance, height and accuracy	Improve correct running technique	Improve throwing various objects in appropriate ways for: distance, height and accuracy



Jump in a range of ways, landing safely.		Learn to jump in various ways for distance and height	Improve throwing various objects in appropriate ways for: distance, height and accuracy	Learn to jump in various ways for distance and height
Roll equipment in different ways. Throw underarm. Throw an object at a target.		Understand the importance of fitness and the impact it has on our body, minds and well being	Learn to jump in various ways for distance and height	Understand the importance of fitness and the impact it has on our body, minds and well being
Talk about what they have done. Talk about what others have done.		Gain skills to self-evaluate, self-discipline, persevere and improve	Understand the importance of fitness and the impact it has on our body, minds and well being	Gain skills to self-evaluate, self-discipline, persevere and improve
		Gain good teamwork and communication with other peers	Gain skills to self-evaluate, self-discipline, persevere and improve	Focus on improving teamwork and communication with other peers
			Focus on improving teamwork and communication with other peers	
<b>Swimming</b>				
Become aware of water safety and explore floating on their front and back	Performs personal survival to include survival strokes such as sculling and treading water with confidence		<u>Year 3</u> Demonstrate increased technique in a range of strokes, swimming over a distance of 25m Identify their personal best in a range of strokes. Successfully select and apply their fastest stroke over a distance of 25m	Children in year 4,5 and 6 do not go swimming.
Can submerge confidently in the water. Begin to explore breathing in sync with their kicking action.	Demonstrate improved breathing technique in front crawl and back crawl/		Demonstrate a good understanding of water safety.	
Can swim over a 10m distance with a buoyancy aid. Begin to use arms and legs together, more effectively	Explore technique for specific strokes to include head above water breast stroke, backstroke and front crawl.		Explore safety techniques to include the HELP & huddle positions. Can select and apply the appropriate survival technique for the situation.	