



## Curriculum Sequencing for Physical Education

Our Curriculum End Points aim to “develop well-balanced children ready for the 21st Century.”



HEAD (thinking) - HANDS (doing) - HEART (behavioural change)

### Football

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Intercept, retrieve and stop a ball with some consistency</p> <p>Kick a ball in a variety of ways</p> <p>Describe basic rules of the game</p> <p>Dribble a ball with control, changing speed and direction</p> <p>Show good awareness of others when playing games</p> <p>Plays fairly and shows respect for opponents and decisions made</p> <p>Describe how their bodies work and feel when playing games</p>	<p>Can pass the ball using the correct technique (Using the inside of the foot, standing foot pointing toward the target)</p> <p>Can dribble/ run with the ball using the correct technique (small touches of the ball, head up)</p> <p>Moves forward to support at appropriate times and works hard to get behind the ball when defending</p> <p>Explain why it is important to warm up and cool down</p> <p>Apply basic principles suitable for attacking</p> <p>Pass/Send a ball with increasing accuracy and receive a ball successfully</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p> <p>Pass, dribble and shoot with control in games</p> <p>Mark opponents and help each other in defence</p> <p>Understand how strength, speed and stamina can be improved by playing invasion games</p> <p>Use different skills to keep possession of a ball as part of team</p> <p>Choose different formations to suit the needs of the game</p> <p>Understand the positions in a team and the role they play</p> <p>Adapt games and activities making sure everyone has a role to play</p>

		Shoot and score with increased success	
		Know the rules of the game	

**Gymnastics**

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Show basic control and coordination when travelling and when remaining still</p> <p>Can change direction, work at different levels and use the floor space imaginatively</p> <p>Use words such as rolling, travelling, balancing, climbing</p> <p>Can change direction, work at different levels and use the floor space imaginatively</p> <p>Perform the basic gymnastic actions with coordination, control and variety</p> <p>Plan and repeat simple sequences of actions</p> <p>Say why they think gymnastic actions are being performed well</p>	<p>Can perform sequences that flow, displaying multiple skills and a range of dynamics</p> <p>Can perform more complex sequences with smooth transitions</p> <p>Adapt their sequence to suit different types of apparatus and their partner's ability</p> <p>Comment on differences and similarities in gymnastic performances</p> <p>Perform and repeat longer sequences that include changes of speed and level</p> <p>Can perform sequences that flow, displaying multiple skills and a range of dynamics</p> <p>Understand that strength and suppleness can be improved</p> <p>Watch, describe and suggest possible improvements to others' performances</p>	<p>Understand the need to warm-up and work on body strength and flexibility</p> <p>Create, practise and refine longer, more complex sequences with smooth transitions whilst working with and alongside others</p> <p>Choose body shapes and balances from a wider range of themes</p> <p>Use set criteria to make simple judgements about performance and suggest ways in which they could be improved</p> <p>Create, practise and refine longer, more complex sequences including changes in level, direction and speed with smooth transitions whilst working with and alongside others</p> <p>Show clarity, fluency, accuracy and consistency in their movements</p> <p>Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>

			Can show a wide range of well executed movements using a range of dynamics, with and alongside others
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**Dance**

<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and</p> <ul style="list-style-type: none"> <li>- when appropriate try to move in time with music.</li> </ul>	<p>Perform basic body actions</p> <p>Show some sense of dynamic, expressive and rhythmic qualities in their own dance</p> <p>Remember and repeat short dance phrases and simple dances</p> <p>Perform body actions with control and coordination</p> <p>Perform short dances, showing an understanding of expressive qualities</p> <p>Describe the mood, feelings and expressive qualities of dance</p> <p>Describe how dancing affects their body</p>	<p>Use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>Share and create dance phrases with a partner and in small groups</p> <p>Recognise and talk about the movements used and the expressive qualities of dance</p> <p>Suggest improvements to their own and other people's dances</p> <p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Refine, repeat and remember dance phrases and dances and perform dances clearly and fluently</p> <p>Show sensitivity to the dance idea and the accompaniment</p> <p>Describe, interpret and evaluate dance, using appropriate language</p>	<p>Adapt and refine the way they use levels, space and rhythm in their dances to express themselves in the styles of the dance they use</p> <p>Perform different styles of dance clearly and fluently</p> <p>Suggest ways to improve their own and other people's work</p> <p>Show an understanding of style</p> <p>Work creatively and imaginatively on their own, with a partner and in a small group to compose motifs and structure simple dances</p> <p>Perform to an accompaniment expressively and sensitively</p> <p>Perform fluently and with control</p> <p>Talk about dance with understanding, using appropriate language and terminology</p>
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**Handball, Netball and Dodgeball**

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
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<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b><u>Handball</u></b> Can shoot successfully at a goal</p> <p>Show awareness of opponents and teammates when playing games</p> <p>Show a basic awareness of attacking and defending</p> <p>Apply catching, throwing and bouncing skills in a variety of ways</p> <p>Make choices about appropriate targets, space and equipment</p> <p>Use a variety of simple tactics</p> <p>Plays fairly and shows respect for opponents and decisions made</p>	<p><b><u>Netball</u></b> Can pass (chest / bounce /shoulder) and catch the ball (hands out, eyes on the ball)</p> <p>Can pass and use movement after a pass as part of an attack (forward runs/ using space)</p> <p>Be aware of space</p> <p>Know and use rules fairly to keep a game going</p> <p><b><u>Dodgeball</u></b> Develop throwing at a target, point to target after throw</p> <p>Anticipate where opponents are moving to</p> <p>Decide on the most effective throwing technique</p> <p>Know the rules of the game and play honestly</p>	<p><b><u>Netball</u></b> Pass with accuracy, confidence and control.</p> <p>Use different skills to keep possession of a ball as part of a team</p> <p>Defend by marking, covering and tracking opponents as appropriate</p> <p>Understand the positions in a team and the role they play</p> <p>Can shoot at a hoop (ball above head, shooting arm close to the ear, supporting hand to the side, flick the ball with wrist and follow through)</p> <p>Apply basic principles of team play in order to keep possession of the ball</p> <p>Understand team positions and the importance of supporting the player with the ball</p> <p>Be motivated, exude confidence and perform well under pressure - thriving on competition.</p>
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### Rounders and Cricket

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing,</li> </ul>	<p><b><u>Rounders</u></b> Show control of the ball with basic actions</p> <p>Show basic control and accuracy when striking a ball</p> <p>Move inline with a ball to receive it</p>	<p><b><u>Rounders</u></b> Intercept and stop the ball consistently</p> <p>Throw a ball increasing distances and catch a ball with increasing consistency</p> <p>Hit a ball with increasing control from a tee and hit a</p>	<p><b><u>Cricket</u></b> Retrieve, intercept and stop a ball when fielding</p> <p>Use skills and tactics to outwit opponents when fielding</p> <p>Hit the ball with purpose, varying speed, height and direction</p>

<p>hopping, skipping and climbing.</p>	<p><b>Cricket</b> Start to use a range of skills, e.g. throwing, catching and stopping a ball with control</p> <p>Hit a ball with increasing control and accuracy</p> <p>React to situations in ways that make it difficult for opponents</p> <p>Begin to talk about what they do well and what they could do better</p>	<p>ball with the correct technique</p> <p>Work well as part of a fielding team to make it harder for the batter</p> <p><b>Cricket</b> Explain what they need to do to get ready to play a game</p> <p>Throw and catch a ball increased accuracy and consistency</p> <p>Hit a ball with increasing control from a tee and hit a ball with increasing control</p> <p>Identify what they need to practice to improve their performance</p>	<p>Understand how physical activity can contribute to a healthy lifestyle</p> <p><b>Rounders</b> Identify spaces and understand the tactic of hitting into gaps</p> <p>Use skills and tactics to outwit opponents when fielding and batting</p> <p>Use tactics that involve bowlers and fielders working together</p> <p>Watch and evaluate the success of games</p>
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**Rugby**

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Know which direction to pass a rugby ball gripping it using the correct technique</p> <p>Can carry the ball using the correct technique (Two hands centre of the ball, elbows out)</p> <p>Show a basic awareness of attacking and defending</p>	<p>Throw the ball backwards to another player</p> <p>Develop attacking and defending skills</p> <p>Build on decision making skills</p> <p>Explain why it is important to warm up and cool down</p> <p>Can apply attacking principles</p> <ul style="list-style-type: none"> <li>- can use width and support</li> </ul>	<p>Keep control of the ball when running and passing</p> <p>Keep in a line, spread out and move forwards together</p> <p>Carefully consider the best way to score a try and win the game</p> <p>Know the rules of tag rugby and play a full game</p>

	<p>Work well with a partner and in a small group to improve their skills</p> <p>Can pass and catch the ball using the correct technique (6 o'clock pass/ hands out ready for the ball)</p> <p>Show an awareness of attacking and defending</p> <p>Use a variety of simple tactics</p>	<p>Can apply defending principles - know the positioning of other teammates</p> <p>Pass the rugby ball backwards down a line of players</p> <p>Know the rules of the game and apply tactics</p>	<p>Can attempt and explain correct kicking technique</p> <p>Can change direction off either foot in response to game situations</p> <p>Understand team positions and the importance of supporting the player with the ball</p> <p>Know, plan and carry out warm-up activities that use exercises helpful for invasion games</p>
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### Athletics

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Run at fast, medium and slow speeds</p> <p>Throw a variety of objects - standing overarm throw for distance</p> <p>Recognise when their temperature, breathing rate have changed</p> <p>Link running and jumping activities with greater fluency, control and consistency</p> <p>Take part in a relay activity, remembering when to run and what to do - transfer baton over short distances and dip at finish</p>	<p>Middle distance pacing and sprinting - starting a race, good form during the race and dip at the finish</p> <p>Show consistency, control when throwing objects into targets from increasing distances</p> <p>Bound and coil - throw from short run up</p> <p>Identify the changes that take place in our bodies after exercise</p> <p>To understand and demonstrate differences between sprinting and running for sustained periods</p>	<p>Hurdle with same leg bringing opposite arm forward to balance lead leg</p> <p>Throw with run up and follow through</p> <p>Relay - transfer baton in alternate hands, receiving facing forwards</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>

	<p>Change their action for accuracy and distance when throwing a variety of objects - standing overarm throw for distance</p> <p>Recognise when their temperature, breathing rate and heart rate have changed</p>	<p>High Jump - Take off foot and scissor leap</p> <p>Hurdle keeping same lead leg each time and using arms to sprint between hurdles</p> <p>Understand that different activities have different effects on heart rate and body temperature</p>	
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### Tri-Golf

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p>Show basic control when pushing, patting and rolling the ball</p> <p>Begin to apply the basic putting technique</p> <p>Compete against others in simple games</p>	<p>Be able to putt accurately using the correct technique</p> <p>Begin to develop the correct chipping technique to lift the ball from the floor</p> <p>Show control and coordination to make accurate shots</p> <p>Know and describe where they and others are successful and why</p>	<p>Use the correct putting technique to create a successful shot</p> <p>Use the chipping technique to lift the ball off the floor</p> <p>Show control and coordination to make accurate shots</p> <p>Recognise how these games make their bodies work</p>

### Tennis

End points for EYFS	End Points for KSI	End Points for LKS2	End Points for Key Stage Two
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> <li>- Demonstrate strength, balance and coordination when playing;</li> </ul>	<p>Begin to use a small range of racket skills</p> <p>Successfully receive (catch/stop) a ball</p>	<p>Take up space/positions that make it difficult for opponents</p> <p>Intercept and stop the ball consistently</p>	N/A

<p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Apply skills in a simple game</p> <p>Keep a continuous game going</p> <p>Begin to use a range of simple tactics to defend their own court</p> <p>Begin to talk about what they do well and what they could do better</p> <p>Know the rules of a game and use them to play fairly</p>	<p>Keep the rally going using a range shots</p> <p>Recognise how playing net games affects the body</p> <p>Keep the rally going using a range shots</p> <p>Hit a ball into space at different speeds and heights to make it difficult for opponent</p> <p>Suggest which skills need practicing, for themselves and others</p> <p>Recognise how playing net games affects the body</p>	
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