

| Strand     | Early Years  | Year 1   | Year 2   | Year 3  |
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| Gymnastics | <p><b>End Points</b><br/><b>EYFS link to Physical Development</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Develop confidence in fundamental movements</li> <li>Experience jumping, rolling, moving over, under and on apparatus</li> <li>Develop coordination and gross motor skills</li> <li>Refine a variety of shapes, jumps, balances and rolls</li> <li>Link simple balance, jump and travel actions</li> </ul>   | <p><b>End points</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Identify and use simple gymnastics and shapes</li> <li>Apply basic strength to a range of gymnastic actions</li> <li>Perform a variety of basic gymnastics actions showing control</li> <li>Know how to twist, turn, spin, rock and roll and link these into movement patterns</li> <li>Perform longer movement phrases and link with confidence</li> </ul>   | <p><b>End Points</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Describe and explain how performers can transition and link gymnastic elements</li> <li>Perform with control and consistency, basic actions at different speeds and on different levels</li> <li>Challenge themselves to develop strength and flexibility</li> <li>Be able to perform a simple sequence that is judged using simple gymnastic scoring</li> <li>Develop body management through a range of floor exercises</li> <li>Use core strength to link recognised gymnastics elements</li> <li>Use rhythm while performing a sequence</li> </ul>              | <p><b>End Points</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Modify actions independently using different pathways, directions and shapes</li> <li>Consolidate and improve the quality of movements and gymnastic actions</li> <li>Relate strength and flexibility to the actions and movements they are performing</li> <li>Use basic compositional ideas to improve sequence work</li> <li>Identify similarities and differences in sequences</li> <li>Develop body management over a range of floor exercises</li> <li>Attempt to bring explosive moves into floor work through jumps and leaps</li> <li>Show increasing flexibility in shapes and balances</li> </ul> |
|            | <p><b>EYFS Framework</b><br/><b>Physical Development ELG:</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others<br/>Demonstrate strength, balance and coordination when playing</p>   | <p><b>National Curriculum outcomes:</b><br/>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</p>  | <p><b>National Curriculum outcomes:</b><br/>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</p>  |   |
| Dance      | <p><b>End Points</b><br/><b>EYFS link to Physical Development</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Recognise that actions can be reproduced in time to music; beat patterns and different speeds</li> <li>Perform a wide variety of dance actions both similar and contrasting</li> <li>Be able copy, repeat and perform simple movement patterns</li> <li>Count and move to beats of 8</li> <li>Work as an individual, in partners and as a group</li> </ul> | <p><b>End Points</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Respond to a range of stimuli and types of music</li> <li>Explore space, direction, levels and speeds</li> <li>Create actions and perform movements with different body parts</li> <li>Be able to build simple movement patterns from given actions</li> <li>Compose and link actions to make simple movement phrases</li> <li>Respond appropriately to supporting concepts such as canon and levels</li> </ul> | <p><b>End Points</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Be able to describe and explain how performers can transition and link shapes and balances</li> <li>Perform basic actions with control and consistency at different speeds and on different levels</li> <li>Move imaginatively responding to music</li> <li>Work as part of group to create and perform short movement sequences to music</li> <li>Explore relationships through different dance formations</li> <li>Explain the importance of emotion and feeling in dance</li> <li>Use the stimuli to copy, repeat and create dance actions and motifs</li> </ul> | <p><b>End Points</b><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>Practise different sections of a dance aiming to put together a performance</li> <li>Perform using facial expressions</li> <li>Perform with a prop</li> <li>Build stylistic qualities of Barn Dance through repetition and applying movement to own bodies</li> <li>Build basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance</li> </ul>   |
|            | <p><b>EYFS Framework</b><br/><b>Gross Motor skills ELG:</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others</p>   | <p><b>National Curriculum outcomes:</b><br/>Perform dances using simple movement patterns</p>  | <p><b>National Curriculum outcomes:</b><br/>Perform dances using simple movement patterns</p>  |   |

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|                            | <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>Being Imaginative and Expressive ELG:</b></p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>   |  |  |   |
| <b>Athletic Activities</b> | <p><b>End Points</b></p> <p><b>EYFS link to Physical Development</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Travel with some control and coordination</li> <li>• Be able to change direction at speed through instructions and by choice</li> <li>• Recognise difference actions such as; moving softly, quietly, quickly and powerfully</li> <li>• Send a receive objects with different body parts</li> </ul>  | <p><b>End Points</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Refined a range of running which includes varying pathways and speeds. Pupils to link running and jumping</li> <li>• Develop throwing techniques to send objects over a long distance</li> <li>• Increase stamina and core strength</li> <li>• Improve strength, balance, agility and coordination</li> </ul>  | <p><b>End Points</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Developed power, agility, coordination and balance</li> <li>• Throw and handle a variety of objects</li> <li>• Negotiate obstacles by showing increased control of body and limbs</li> <li>• Improved running and jumping movements and work for sustained periods</li> <li>• Improve jumping for distance and height</li> </ul>   | <p><b>End Points</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Control movements and body actions in response to specific instructions</li> <li>• Demonstrate agility and speed</li> <li>• Jump for height and distance with control and balance</li> <li>• Throw with speed and power and apply appropriate force</li> </ul>  |
|                            | <p><b>EYFS Framework</b></p> <p><b>Gross Motor skills ELG:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>   | <p><b>National Curriculum outcomes:</b></p> <p>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</p>   | <p><b>National Curriculum outcomes:</b></p> <p>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</p>   |   |
| <b>Games</b>               | <p><b>End Points</b></p> <p><b>EYFS link to Physical Development</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Demonstrate agility by playing games and turn taking</li> <li>• Recognise and follow instructions</li> <li>• Work as an individual and part of a group to match</li> <li>• Send and receive objects using different body parts</li> <li>• Work with others to control objects in space</li> <li>• Coordinate body parts such as hand-eye, foot-eye over a variety of activities</li> </ul> | <p><b>End Points</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Able to hit objects with hand or bat</li> <li>• Track and retrieve a rolling ball</li> <li>• Develop sending and receiving skills to benefit fielding</li> <li>• Select and apply skills to beat the opposition</li> <li>• Begin to engage in competitive activities and recognise rules</li> <li>• Use and apply certain strategies for invasion games</li> </ul> | <p><b>End Points</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Develop hitting skills with a variety of bats and return a moving ball</li> <li>• Play the role of wicketkeeper and backstop</li> <li>• Can send and receive a ball using feet</li> <li>• Recall and link combinations of skills (e.g. dribbling and passing)</li> <li>• Work with others to build basic attacking play</li> </ul> | <p><b>End Points</b></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Apply basic skills of throwing, catching, kicking and dribbling to invasion games</li> <li>• Show basic control when sending and receiving the ball</li> <li>• Able to implement basic rules of modified games</li> <li>• To develop a range of skills to use in isolation and a competitive context</li> <li>• Work cooperatively with others</li> </ul> |
|                            | <p><b>EYFS Framework</b></p> <p><b>Gross Motor skills ELG:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>   | <p><b>National Curriculum outcomes:</b></p> <p>participate in team games, developing simple tactics for attacking and defending</p>  | <p><b>National Curriculum outcomes:</b></p> <p>participate in team games, developing simple tactics for attacking and defending</p>  |   |

