



Cliftonville PE Curriculum Endpoints

By the end of Y1

- Recognise and describe what their bodies feel like during different types of activity
- Run continuously for about one minute and when required, show the difference between running at speed and jogging
- Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking
- Move safely in their own and general space, using changes of speed, level and direction to explore movement ideas and respond imaginatively to a range of stimuli in gymnastics
- Make up and perform simple dance movement phrases in response to simple tasks
- Recognise where they are on a plan or diagram
- Describe what they have done or seen others' doing.

By the end of Y2

- Understand the importance of warming up and cooling down for physical activity
- Demonstrate the five basic jumps on their own e.g. a series of hops, and in combinations e.g. hop, one-two, two-two, showing control at take-off and landing
- Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run
- Choose, use and vary simple compositional ideas in the gymnastic sequences they create and perform
- Explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance
- Follow simple routes and trails orientating themselves successfully
- Watch and describe performance accurately.

By the end of Y3

- Describe how the body reacts to different types of activity
- Consolidate and improve the quality, range and consistency of the techniques they use for particular actions in athletics
- Use a range of skills to keep possession and make progress towards a goal, on their own and with others
- Adapt a gymnastic sequence to include different levels, speeds or directions
- Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, showing an awareness of others when moving
- Develop the range and consistency of their skills and work with others to solve challenges in OAA
- Describe and evaluate the effectiveness and quality of performance.

By the end of Y4

- Carry out stretching and warm-up activities safely, choosing appropriate ones of their own
- Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment
- Use a range of tactics to keep possession of the ball and get into positions to shoot or score
- Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group to create dance sequences
- Orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses

- Recognise aspects of their work that need improving.

By the end of Y5

- Describe why exercise is good for fitness, health and wellbeing
- Sustain their pace over longer distances, e.g. sprint for seven seconds, run for one/two minutes
- Know the difference between attacking and defending skills
- Accurately perform a longer gymnastic sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction
- Compose, develop and adapt motifs to make dance phrases and use these in longer dances
- Read a variety of maps and plans accurately, recognising symbols and features
- Choose and use information to evaluate their own and other's work

By the end of Y6

- Describe why some athletic activities can improve strength, power or stamina and explain how these can help their performances in other types of activity
- Develop the consistency of their actions in a number of athletic events
- Combine and perform skills more fluently and effectively in invasion games with control, adapting them to meet the needs of the situation
- Use planned variations and contrasts in actions and speed in their gymnastic sequences
- Perform with clarity and sensitivity to an accompaniment communicating a dance idea on their own, with a partner and in a group
- Use physical and teamwork skills well in a variety of different OAA challenges
- Identify aspects of their own and others performances that need improvement and suggest how to improve them.