

PE Progression map							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics Unit 1 	Developing stamina, running, jumping and throwing technique.	Chris - Travel in different ways and speeds in different pathways when warming up, Underarm throwing Control in picking up and putting down equipment Simple take off and landings, (one foot to one foot) One foot to the other foot, two feet to two feet) Travel different pathways Push throw Work co-operatively with a partner problem solving	Complete mobility movements in warm up Engage in pulse raising running and avoidance games Push throw – 2 hands Technique for short distance running, use of arms Paced running Push throw with a bounce Underarm throw distance and accuracy Jumping with take offs and landings Work co-operatively with a partner problem solving	Throw with accuracy –fling throw Sprinting and changing pace Jumping and take offs and landings Relays and simple shuttle take overs Throwing for distance – pull throw Working co-operatively with a partner to count, measure, time and give peer assessment Use a range of equipment to throw, different body positions, take offs and	Independent use of mobility exercises and pulse raising problem solving activities Pulse raising running and avoidance games – nimble footwork, transference of weight, Jumping high and low Running for speed and distance Throwing techniques push and pull Jumping high and low Sprint speed from behind – relays Throwing for distance and accuracy Running over an obstacle Working with a partner count, measure, time and give peer feedback Use a range of equipment to throw,	Warming up exercise and games Pulse raising chase tag games to develop spatial awareness Throwing pull throw Sprinting style Develop running with rhythm and over obstacles Relay – upswEEP Estimate duration, distance and speed Work with a partner and small group to count, measure, time and give peers assessment Range of equipment and techniques when	Warming up exercise and games Pulse raising chase tag games to develop balance and spatial awareness Throwing – push (shot) sling (discus) Jumping – long (long jump) combination (triple jump) Pull throw – Javelin Running over obstacles Work with a partner and small group to count, measure, time and give peers assessment Range of equipment and techniques when throwing, jumping

Unit 2		<p>Work to the rules of a challenge or game</p> <p>Travel in different directions – pulse raising running mobilise joints, avoiding others in games for spatial awareness and control when moving</p> <p>Further develop skills in: running style</p> <p>Jumping techniques – combine jumps with a partner</p> <p>Pull throw – overarm</p> <p>Push throw – Underarm throw –</p> <p>Run in a curved line</p>	<p>Work to the rules of a challenge or game</p> <p>Continue to develop mobility work in warm ups</p> <p>Continue to develop space awareness and avoidance skills</p> <p>Control of movement</p> <p>Push throw and push bounce</p> <p>Sprinting technique – isolate effects of different elements e.g. arms, legs, starts</p> <p>Throwing for distance</p> <p>Jumping for distance – take offs and landing</p> <p>Work co-operatively with a partner – peer</p>	<p>landings, different speeds</p> <p>Work together in teams, groups to engage in relays, competition and challenges</p> <p>Independent use of mobility exercises warm ups</p> <p>Avoidance and nimble footwork in games</p> <p>Sprinting – use of arms and legs</p> <p>Throwing for accuracy</p> <p>Jumping for distance</p> <p>Running, jumping and throwing comparisons</p> <p>Working co-operatively to measure time, count, distance,</p>	<p>different body positions, take offs and landings when jumping high and long – work together in teams, range of rhythms when running</p> <p>Work together in teams, groups to engage in relays, competition and challenges - problem solving</p> <p>Independent use of mobility exercises warm ups</p> <p>Avoidance and nimble footwork in games</p> <p>Paced running for distance</p> <p>Combination jumping</p> <p>Relay over down-sweep</p> <p>Using different throws for accuracy</p> <p>Work with a partner to count, measure time, engage in peer</p>	<p>throwing, jumping with combination of jumps for distance, experience a range of rhythms and speeds when running, understand when to apply them approximately</p> <p>Working co-operatively in teams engage in challenges and competitive situations</p> <p>As above</p> <p>Sprint starts</p> <p>Distance running</p> <p>Throwing for distance and accuracy</p>	<p>and adding a short run up</p> <p>Develop rhythm, techniques and speed when running different distances and understanding when to apply them in situations</p> <p>Working co-operatively in teams engage in challenges and competitive situations</p> <p>As above</p> <p>Stride frequency and smooth relay take overs</p> <p>upsweep and down-sweep</p> <p>Jumping for height (scissor jump)</p> <p>Changing direction at speed</p> <p>Pull throw (javelin)</p> <p>Changing speed</p>
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		<p>Work co-operatively with a partner problem solving</p> <p>Work to the rules of a challenge or game</p>	<p>assessment problem solving</p> <p>Work to the rules of a challenge or game</p> <p>Know how different landings, techniques, take offs will affect performance</p>	<p>Work in groups for problem solving</p> <p>Use of equipment and targets when throwing</p> <p>Three step run</p>	<p>assessment. for problem solving</p> <p>Use of equipment and targets when throwing. Explore combinations of take offs and landings, down sweep relay technique</p> <p>Work together in groups of teams to solve complex problem situations, challenges</p>		<p>Working co-operatively to beat your own record</p> <p>Working individually, in pairs and small groups to measure time, and set targets</p> <p>Engage in peer assessment and evaluate their own performance</p> <p>Working co-operatively in teams to engage in, and manage, challenges and competitions</p>
<p>Striking and fielding games</p> <p>Unit 4</p>	<p>Ropes Bats and balls</p> <p>Know and explain why using a bat needs more space</p>	<p>Developing partner work</p> <p>Play safely with a partner in running games and using equipment</p>	<p>Group games and inventing rules</p> <p>Demonstrate consistency and accuracy in bouncing, kicking, throwing,</p>	<p>Unit 4</p> <p>Strike a ball with confidence and control directing it at a target area or space</p> <p>Receive the ball from one direction and</p>	<p>Unit 4</p> <p>Know and use different ways of sending into and fielding from different directions – front on, side-ways etc</p> <p>Throw accurately as a bowler or a fielder –</p>	<p>Unit 4</p> <p>Use a rounder's or cricket bat with confidence</p> <p>Strike and throw the ball with reasonable accuracy and consistency</p>	<p>Unit 3</p> <p>Know, understand the basic stance for striking and directing the ball away from fielders – varying speed and angles</p>

	<p>Steer a ball along the ground different speed and direction Hit the ball along the ground to partner safely Listen to instructions Start stop – work co-operatively</p>	<p>Throw and catch individually and in pairs Using different equipment – hoops Kick and dribble a ball with control and roll and retrieve a hoop Practise and develop their sending and receiving skills in co-operative games with a partner Show how to make a game harder Understand the rules of a game</p>	<p>catching and striking skills Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills Play with confidence in varying formations 2v2 4v4 3v1 Invent rules and explain how they can improve the game Understand and use simple tactics to work as a team – e.g. defending there must always be a person between the goal and the person with the ball</p>	<p>throw or strike it away in another Understand and see good technique striking and fielding – e.g bat position, how to stand, move the bat to the ball etc Make judgements how to intercept a ball who to field to – quickest route Know that a ball travels quicker than a person – so throw Work as a team Understand different roles in the game – wicket keeper, bowler, batter, base Additional</p>	<p>allow a bounce or no bounce Strike a ball along the ground or in a direction in the air with control Understand how to strike a ball into a position to score or to intercept and field a ball accurately Combine skills to make a small sided game using attacking and defending skills Additional Understand and use rules to keep the game going without dispute Identify their own and others strengths – use appropriate language to suggest practices to help Know importance of warming up and know how to do this</p>	<p>Bowl underarm so that the ball arrives for the batter to hit it. Bowl overarm so that the ball arrives for the batter to hit it (with a bounce or without) Understand when and how to move when fielding a ball – move across the path to intercept the ball, travel backwards in-line with a catch Catch from height Understand the positions within rounder’s – work to the rules of the game Start looking at tactics Recognise their own and others strengths</p>	<p>Bowl in competitive situations and understand strategies that can be deployed – bowler, wicket-keeper, backstop, bases – backing up bases Moving in and out depending on batter Know when to use over arm and underarm throw for distance speed etc Make decisions about running on or staying at bases etc Play confidently in a range of positions Work as a team on strategies and tactics to outwit an opponent</p>
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				<p>Play without dispute</p> <p>Start to evaluate own and others performance</p> <p>Know importance of warming up</p>	<p>Use a rounder's or cricket bat with confidence</p> <p>Strike and throw the ball with reasonable accuracy and consistency</p> <p>Bowl underarm so that the ball arrives for the batter to hit it.</p> <p>Bowl overarm so that the ball arrives for the batter to hit it (with a bounce or without)</p> <p>Understand when and how to move when fielding a ball – move across the path to intercept the ball, travel backwards in-line with a catch</p> <p>Catch from height</p> <p>Understand the positions within rounder's – work to the rules of the game</p> <p>Start looking at tactics</p> <p>Recognise their own and others strengths</p>	<p>Know the safety aspects of the game</p>	<p>Know how to improve their own performance and help others</p>
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					Know the safety aspects of the game		
Unit 1 – ball skills and games	<p>Reception – Unit 1 - bean bags</p> <p>Listen to instructions , engage themselves in activity Use space safely Travel with control and co-ordination Use range of small sided games, small equipment with control Name different parts of the body Work co-operatively</p>	<p>Ball skills and games</p> <p>Demonstrate co-ordination when passing a ball around the body Bounce – pat a ball with some control Know how to send, receive, kick dribble a ball and practise to improve skills Show some control when passing and sending the ball Understand must be in line with a ball to receive it Send the ball in various ways to play target games</p> <p>Know how their bodies feel when active and warming up</p>	<p>Throwing and catching – inventing games</p> <p>Throw, catch and bounce a ball with two hands, one hand different parts of the body using different equipment Beat your record – personal best challenges – put skills under pressure to improve performance Throw, catch and bounce when stationary or moving aiming at a target Know how to make a game harder – high, low, different</p>	<p>Ball skills – invasion</p> <p>Accurately receive and pass a range of balls – chest pass, bounce pass, shoulder pass Demonstrate control when dribbling, passing and receiving with feet or stick Signal for the ball for a pass Pass and receive on the move – signal and keep possession whilst moving down the pitch Explain why their team succeeded</p>	<p>Net/ Wall – court games</p> <p>Perform basic racquet skills with some control Hit with a bat to develop technique, consistency and accuracy Develop the volley Strike different sized balls, shuttles with hands Move feet to return a shot Keep a rally going through range of throwing: Over arm Under arm One handed Two handed Change the shot – depending on hitting the ball Hard Soft</p>	<p>Net wall games</p> <p>Play shots on both sides of the body and from above the head with some control Understand how to position their bodies to receive the ball coming from different heights and angles Recognise where there is space on an opponent’s court try to hit them Recognise what things they need to practise more Understand and apply net/court wall principles to small sided</p>	<p>Invasion games – hockey and soccer</p> <p>Understand and use different invasion activities – use the common core principles receiving, passing, striking, dribbling and shooting Engage in activities which develop possession play, support play and progression down the pitch – know how and where to pass, adapting and using tactics to outwit Know and understand the positions they play and show specific attacking and defending skills – making a player or</p>

	<p>with other children</p>	<p>Know how exercise improves health Understand and play rules of the game Use vocabulary to describe what they and others are doing Watch and copy others</p>	<p>directions, overhead, over arm – faster, one hand, other hand Make up rules and scoring</p> <p>Understand rules, choose different tactics</p> <p>Recognise good quality performances – appropriate vocabulary Recognise and describe what bodies feel like when exercising Changes in heart rate</p>	<p>Play with confidence in small games situations 2v1, 3v1, 3v2 etc</p> <p>Understand and use the rules without dispute Know the importance of warming up and know activities can use for this Identify aspects of their own and others play that needs improving – make suggestions how to help them to play better Perform basic skills needed for more control and consistency</p>	<p>High, low Return a shot which is hit -Thrown to the them Keep a rally going Use forehand Use backhand Play singles and doubles games to develop accuracy, control and consistency - develop a range of shots. Small games over a high net using a bat and throwing apparatus – make it difficult for a partner to return the ball. How do we win, lose a point? Outwit an opponent – place shot in parts of the court Understand basic rules of the game Know areas they need to improve on Identify partners' strengths</p>	<p>games 1v1, 2v2, 3v3 Combine and perform skills with control Use attacking and defending skills appropriately in games and be an effective team member Recognise their own and other strengths and weaknesses in games and suggest ideas to improve performance Understand safety needs of an activity and know what types of fitness are most important for games</p>	<p>a space, intercepting, dodging, moving into space or shooting Understand how to organise a team – formations to attack or flood defence etc – transfer these skills to other invasion games Combine and perform skills with control Use attacking and defending skills appropriately in games and be an effective member. Recognise own and others strengths and weaknesses in a game suggest ways to make improvements Safety needs of an activity know what type of fitness are</p>
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					and areas for development Work co-operatively to design a game and outcome with others Recognise changes in the body during a warm up Know and explain how to keep healthy		more important for games
Unit 2 – throwing and catching	Using a ball Send and receive a ball with more control Co-ordination carry, steer, dribble, bouncing and kicking and sending a ball Roll a ball accurately to a partner	Games unit 2 Know and show both individually and in pairs how to throw and catch using equipment Send a ball, beanbag, quoit one handed – using under arm throw and roll or skim and kick Aim consistently between – in – over – or at a variety of targets Know how to play target games and	Making up Games unit 2 Making up games with a partner Aiming, hitting and kicking Send and receive with consistency, co-ordination and control Demonstrate using accuracy when using hands and feet in different ways to pass or aim	Creative games making Demonstrate previously learned skills in group games Work co-operatively and creatively in a group to achieve an objective Plan and adjust rules to make the game fairer, safer more challenging Describe why the rules have	Invasion focus Negotiate, plan and make collaborative decisions on the nature, shape of the game. Select and use skills and tactics appropriate for the game Understand and transfer principles from other games to use in their games Make up rules change them to make their	Invasion and target – ball handling Choose and use skills which meet specific needs for ball handling – invasion – passing by throwing, bouncing, receiving, carrying, dribbling and shooting Understand and show how a team can retain possession and	Net/court wall games Play variety of shots with intent when striking the ball after one bounce or on a volley Direct a ball at opponents court at different speeds, heights, angles, explain why they selected this shot Evaluate effectiveness of a

	<p>Demonstrate co-ordination and accuracy to a partner Stop, start on signals, Follow the rules of a game and Change direction, travel in a controlled manner activity Share space and equipment safely</p>	<p>to make games harder Play a co-operative game with a partner and keep score Know how their bodies feel when active and warming up Know how exercise improves health Understand and play rules of the game Use vocabulary to describe what they and others are doing Watch and copy others</p>	<p>Understand, use simple tactics – passing different angles, heights, speeds to outwit opponents Observe and copy partner’s game and then improve it Choose use appropriate equipment for the games they create both individually and with a partner Make up rules to make a game harder</p>	<p>been used for the outcome Watch other games and recognise where they could be improved Use space in games Understand and use the rules without dispute Know the importance of warming up and know activities can use for this Identify aspects of their own and others play that needs improving – make suggestions how to help them to play better Perform basic skills needed for more control and consistency</p>	<p>games more challenging Work co-operatively in larger groups 6 or 8s organise the game and keep it going Understand and use the rules without dispute keep them going Know the importance of warming up and know activities can use for this Identify aspects of their own and others play that needs improving – make suggestions using appropriate language how to help them to play better Perform basic skills needed for more control and consistency</p>	<p>find ways of progressing towards an opponent’s goal – mark an opponent effectively defend a goal Demonstrate skills using one hand or two for passing and receiving – carry, bounce and dribble the ball in a controlled manner whilst moving Find and use space to help their team – use tactics- change speed and direction, work as a team, small sided games – transfer common principles attack and defend</p>	<p>shot and suggest how to improve it Work co-operatively as a team or in two’s or small groups to create rules and play to them Play a range of small sided net/wall games and apply basic common principles for attack and defence across activities Combine and perform skills with control Use attacking and defending skills appropriately in games and be an effective member. Recognise own and others strengths and weaknesses in a game suggest</p>
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							ways to make improvements Safety needs of an activity know what type of fitness are more important for games
Unit 3 – Bat and ball skills	<p>Hoops and quoits</p> <p>Know, understand be able to use hoops, quoits safely with control Show awareness of space when moving around Know how to make a game harder – move further away, make</p>	<p>Bat and Ball skills</p> <p>Steer a ball along the ground with a bat in a controlled way – using direction and weaving through slaloms Balance a ball on a bat when standing still or walking Hit a ball with a bat upwards, downwards with some control Send a ball along the floor – through the air for partner to hit or catch Understand and show skipping with a rope</p>	<p>Dribbling, kicking and hitting</p> <p>Show continuous and controlled dribbling with hands, feet, bat or stick, know how to change speed and direction Understand and demonstrate striking, passing and receiving with a partner using a range of equipment Identify and use simple attacking and defending strategies – vary</p>	<p>Net/court/ wall games</p> <p>Strike a ball reasonable control accuracy at a target Select and apply different shots in different situations Understand principles of the game and tactics – long shot then short shot (makes it difficult for opponent to return to the shot) Play confidently and</p>	<p>Invasion games</p> <p>Play confidently in small sided games 3v1, 3v2, 3v3 4v4 Use range of techniques to pass and travel with the ball – bouncing, dribbling Use range of tactics to keep possession and get into possession to score or shoot Understand how to dodge, mark signal for the ball and intercept Play within the rules Know aspects they need to improve</p>	<p>Invasion games – implement and kicking</p> <p>Choose and use skills – passing by kicking and striking, receiving, dribbling and shooting Understand how a team can retain possession towards an opponent’s goal – how to mark an opponent effectively and defend a goal Demonstrate skills using feet or implement for</p>	<p>Striking and fielding games</p> <p>Know and understand, show correct striking stance and direct the ball away from fielders using angles and speeds Bowl in competitive situations and understand strategies that can be deployed between bowler, wicket keeper and backstop Field the ball and return it with an overarm throw and know when to run</p>

	<p>a target smaller Start stop an activity on a signal Follow the rules Co-operate and take turns</p>	<p>Use steering and hitting to individuals or co-operative game</p> <p>Use vocabulary to describe what they and others are doing – watch and copy Recognise how their bodies feel when warming up and know how exercise makes them feel</p>	<p>height and speed of a pass Play co-operative and competitive striking, net, aiming and invasion type games with a partner Know how to score and understand how to improve</p>	<p>competitively in small sided games 2v2 3v3 Apply principles to different net games – volleyball, tennis Know and use rules without dispute Understand and use the rules without dispute Know the importance of warming up and know activities can use for this Identify aspects of their own and others play that needs improving – make suggestions how to help them to play better Perform basic skills needed for more control and consistency</p>	<p>Understand and use the rules without dispute Know the importance of warming up and know activities can use for this Identify aspects of their own and others play that needs improving – make suggestions how to help them to play better Perform basic skills needed for more control and consistency</p>	<p>passing and receiving – dribble the ball in a controlled manner whilst moving Find and use space to help their team and use variety of tactics to help their team keep the ball, change direction, speed, work as a team in small sided to transfer skills and principles of attacking and defending</p> <p>Combine and perform skills with control Use attacking and defending skills appropriately in games and be an effective team member</p>	<p>after hitting the ball Play confidently and effectively in a range of small sided striking/fielding games and work as a team – fielders outwit batters Recognise and identify what needs to be improved in their performance and can suggest ways of doing it Combine and perform skills with control Use attacking and defending skills appropriately in games and be an effective member. Recognise own and others strengths and weaknesses in a game suggest</p>
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						<p>Recognise their own and other strengths and weaknesses in games and suggest ideas to improve performance</p> <p>Understand safety needs of an activity and know what types of fitness are most important for games</p>	<p>ways to make improvements</p> <p>Safety needs of an activity know what type of fitness are more important for games</p>
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Invasion games	Throw and catch a ball with a partner.		Throw and catch a ball with a partner.	Pass a ball accurately to a partner over a variety of distances.	Unopposed Travel at speed with rugby ball with two hands, with confidence	Travel with a ball showing increasing control using both hands and feet.	Travel with a ball showing changes of speed and directions using either foot or hand.
Chris Tag Rugby	Move fluently, changing direction and speed easily and avoiding collisions.		Move fluently, changing direction and speed easily and avoiding collisions.	perform a range of rolling, throwing, striking, kicking, catching and gather-ing skills, with control.	showing control use a range of skills to help them keep possession and control of the ball.	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.	use a range of techniques when passing, eg high, low, bounced, fast, slow
			show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking	Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents	Passing in squares, relays Dribble through obstacles Travelling with speed Complete a short pass and receive Opposed Decision making to move at speed within a congested environment with the ball	In small groups make up a game with simple rules. Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.	try to make things difficult for their opponent by directing the ball to space, at different speeds and heights
			use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions			Choose where they should position themselves to be a defender and an attacker.	

					whilst avoiding others Move around defenders Outwit with creativity and confidence Linking prior learning to previous topics of invasion Working in pairs, small groups 5s against defenders, Awareness of basic rules Use a range of skills to keep possession and make progress towards a goal, on their own and with others		
Football			Individual ball confidence Travelling with the ball Using hands	Power and accuracy of passing Pass and receive over varying	Recapping on skills missed from year 2 Dribbling Passing	Competitive element Keep possession on the move with defenders	

			<p>Bouncing on a spot</p> <p>Moving around carefully and safely</p> <p>Basic ball skills using foot</p> <p>Outside of foot</p> <p>Inside</p> <p>Bottom of foot</p> <p>Dribbling and reacting to a coach signal</p> <p>Warm up activities</p> <p>Traffic light games</p> <p>Push, pull, drag</p> <p>Respond to football related drills</p> <p>Toe taps</p> <p>Turning</p> <p>Stop</p> <p>Change direction</p> <p>Change speed</p> <p>Competitive</p>	<p>distances using control and accuracy</p> <p>Simple and static passing and receiving</p> <p>Passing through targets</p> <p>Selecting and applying correct pass to partner</p> <p>Passing and receiving with a partner when facing a defender</p> <p>Decision making with defenders</p>	<p>Control the ball with one foot</p> <p>Stopping the ball</p> <p>Knowing which part of the foot to kick with</p> <p>Turning on the ball</p> <p>Decision making</p> <p>Avoiding defenders</p> <p>Changes in speed</p> <p>Travelling through obstacles to hit a target</p> <p>Kicking correct part of the foot</p> <p>Decision making to bring about results</p>	<p>Travel up the pitch with more consistency</p> <p>Good communication with team</p> <p>Positions – thinking about</p> <p>Directional dribbling – through an end zone game</p> <p>Take part in football related warm up</p> <p>Start to think about skill set within group</p> <p>Positions</p> <p>Tactics</p> <p>Follow rules of the game</p> <p>1 v 1 practices</p>	
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			<p>Dribbling through obstacles Individual Teams</p> <p>Implementing skills with defenders</p> <p>Moving on the ball</p> <p>Decision making to move away from an opponent</p>		<p>Individual dribbling, passing on the move</p> <p>Introduce team tag games in small groups Keep ball</p> <p>Teamwork Collaborative working</p>		
Dance			<p>Unit 1 Dance Use a range of basic dance actions with understanding To work alone with guidance from the teacher to create movement ideas. To use different levels, direction and speed and choose appropriate actions for dance ideas.</p>	<p>Unit 2 – Explorers</p> <p>Display clarity of body extension, footwork, balance dance with control and consistency select dynamics to express the dance idea use simple</p>		<p>Unit 1 – Rubbish</p> <p>Demonstrate ability to translate image stimulus into a dance movement Perform with an awareness of both partner group dance perform with clear dynamics precise footwork use a variety of ways to work in a group</p>	<p>Unit 1 – Sporting dances</p> <p>Perform with increased control, fluency, accuracy perform with appropriate use of dynamics to suit the meaning of the dance Perform the HAKA accurately</p>

			<p>To understand and use contrasts in weight</p> <p>To talk about dance and why they liked it – using appropriate vocabulary.</p> <p>To know and perform basic dance actions with mood and feeling.</p> <p>Repeat phrases and movement patterns with some level of control</p>	<p>movement patterns to create a dance individually and in a small group</p> <p>perform in different group formations</p> <p>observe other children and describe and interpret what they see using appropriate language</p> <p>GREATER DEPTH</p> <p>All above</p> <p>use musicality,</p> <p>rhythm, theme and phrasing</p> <p>greater use of control and fluency</p> <p>Apply good use of linking moves</p>		<p>develop movement relationships</p> <p>lead appropriate warm ups</p> <p>view similar pieces of professional work comment on use of props music, theme</p> <p>GREATER DEPTH</p> <p>All above</p> <p>show musicality</p> <p>change routine</p> <p>incorporate levels</p> <p>cannon</p> <p>positioning</p> <p>evaluate own and others performances</p>	<p>Develop motifs, time, space, people</p> <p>organise small groups to suit the idea of the dance</p> <p>Work collaboratively In small groups</p> <p>Understand use of formation</p> <p>leading others collaboratively</p> <p>Select correct ways to warm up, stretches</p> <p>Explain this to others using correct vocabulary</p> <p>mobilise joints</p> <p>flexibility, agility</p> <p>GREATER DEPTH</p> <p>All above</p> <p>Show greater use of control, fluency, linking movements in motifs, musicality</p>
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							Respond to a theme help to develop others with ideas
Gymnastics	<p>Movement in space, travelling and stretching and curling</p> <p>Travelling Stretching and curling Travelling and taking weight on the different body parts</p> <p>Use space safely Recognise different directions to travel in with control Work co-operatively to move simple apparatus Name different body parts Listen to instructions and</p>	<p>Flight Bouncing, jumping and landing</p> <p>Hop, bounce, spring, skip in different directions Forwards, backwards, sideways Bounce using feet in different combinations and repeat a pattern of movements Jump from one foot to the other Know how to land safely Create wide and thin shapes when jumping Understand how to link high and low levels and link two</p>	<p>Unit 1 Gymnastics Parts high and low Show various ways of travelling and balancing with the body close to or far away from apparatus Understand the various ways to travel and use different parts of the body</p> <p>Take weight confidently on to hands to lift feet in the air Plan and link together movements showing control and co-ordination Awareness of speed</p>	<p>UNIT 1 Gymnastics Travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. Receive and transfer body weight safely in different situations and create a sequence with a partner. To identify how the overall performance of a sequence can be improved. To adapt and transfer skills</p>	<p>Identify and use variety of body parts to support balances 2 point 3 point 4 point Know which make the best bases Know about body tension keep feet in the air Use body tension in a performance know how this adds to the performance Create different shapes in a balance, wide,</p>		

	<p>engage themselves in activity Work co-operatively to list and move pieces of apparatus – mats etc</p> <p>Travelling Travel in controlled way Awareness of speed and level Know how to use apparatus safely Walk, hop, stride bounce on feet and hands slide on different body parts</p> <p>Hold a controlled balance to show levels, make shapes Link together two contrasting movements Travelling movement and balance</p>	<p>jumps with a low level movement Apply and adapt these ideas – linking movements to low, simple apparatus</p> <p>Points and patches Rocking and rolling Wide – narrow and curled</p> <p>Demonstrate different ways travelling on small large parts of the body</p> <p>Know which small parts can take weight safely</p> <p>Combine movements to be high and low</p> <p>Select two balances- link to</p>	<p>Travel underneath a partner who is holding a balance in a bridge position Transfer and modify ideas and linking movements to appropriate apparatus</p> <p>Linking movements together Understand how one movement can link with another smoothly Turning, spinning, jumping, twisting Perform at different speeds on different levels Know how different body parts can lead into a action – hands and head can lead into a forward roll</p>	<p>onto more complex apparatus at every stage of learning.</p> <p>Travel showing a range of stretched curled and arched shapes - rolling, jumping, and beginning of cartwheels linking together two mor more activities. Demonstrate stretched arched or curled balance on different parts of the body. Showing an understanding of high and low positions. Compose a short sequence with a partner facing each other.</p>	<p>Narrow, curled Use symmetry individually in a pair group Mirroring Create a sequence of movements combining 4 or more balances travelling, jumps, rolls linking movements Introduce apparatus transfer skills move in and out of a balance musicality Respond to a theme Evaluate own and others performances Give suggestions of how to improve their performances include skills</p>		
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	<p>Greater depth K Talk about what they are doing using correct vocabulary Understand and promote a healthy lifestyle Start and stop on signals</p>	<p>show control and change</p> <p>Greater depth Use appropriate vocabulary to describe what they and others are doing Recognise how their bodies feel when they are active and understand how health makes them feel Select, apply, adapt and transfer knowledge skills and understanding to simple apparatus</p>	<p>Perform a short sequence with a partner Compose a short simple sequence of three or more movements using different combinations or travel, roll, balance and jump – show changes in direction</p> <p>Greater depth Use appropriate language and vocabulary to share ideas about their own and others performances Add in additional content to sequences Lead a warm up with appropriate content Discuss need for mobility in joints</p>		<p>prior learning outside clubs etc include more complex apparatus safely</p>		
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			and importance of warming up movements for range of movement Adapt performances based on prior knowledge and feedback				
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Acquiring and developing skills	Pupils move with confidence, imagination and safety.	Pupils copy, repeat and explore simple skills and actions with basic control and coordination.	Pupils explore simple skills, copy, and repeat and remember actions with control and coordination.	Pupils consolidate existing skills applying them with greater control and coordination and gain new ones.	Pupils select and use skills, actions and ideas appropriately, applying them with greater control and coordination.	Pupils link skills, techniques and ideas and apply them accurately and appropriately.	Pupils select and combine skills, techniques and ideas and apply them appropriately and accurately showing precision, control and fluency.
Selecting and applying tactics	Pupils move with confidence and coordination on simple equipment.	Pupils start to link skills and actions in ways that suit the activities.	Pupils vary skills, action and ideas and link these in way that suit set activities. They begin to show some understanding of simple tactics and basic compositional ideas.	With encouragement, pupils select and use skills and ideas appropriately beginning to apply them with control and coordination. They understand and apply a wider range of tactics and compositional ideas.	Pupils select and use skills and ideas appropriately applying them with control and coordination. They show understanding of tactics and composition by starting to vary how they respond.	Pupils performance show control,, precision and fluency and they understand tactics and composition.	When performing pupils draw on what they know about strategy, tactics and composition.
Evaluating and improving performance	Teachers talk with children about what went well and what they will	Pupils describe and comment on their own and other's actions.	Pupils talk about differences between their own and other's performances	Pupils can talk about similarities and differences between their	Pupils can talk about similarities and differences between their own and other's performances. They	Pupils comment and compare skills, ideas and techniques used in their own and	Pupils analyze and comment on skills, techniques and ideas in their own and other's

	improve upon next time.		and suggest improvements.	own and other's performances. As a group they can use this to improve their own performance.	can use this to improve their own performance.	other's performance and comment on how they can use this to improve their own.	performances. They then modify and refine skills and techniques to improve.
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