

**ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY  
AND PRE-SCHOOL**



**Physical Education Progression of Skills**

<b>Pre-School</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go and climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose. Start taking part in some group activities which they make up for themselves, or in teams. Use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items.					
<b>Reception</b>	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
<b>KS1</b>	Master basic movements including running, jumping, throwing and catching.	Participate in team games, developing simple tactics for attacking and defending.	Perform simple dances with simple movement patterns.	Develop balance, agility and coordination and begin to apply these in a range of activities.		Swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.
<b>KS2</b>	Use running, jumping, throwing, and catching in isolation and in combination.	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Perform dances using a range of movement patterns.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Take part in outdoor and adventurous activity challenges both individually and within a team.	
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.						

Progression of Skills - Fundamental Movement Skills

Year	1: Static Balance: 1 Leg	2: Static Balance: Seated	3: Static Balance: Floor work	4: Static Balance: Stance	5: Dynamic Balance: On a Line	6: Dynamic Balance: Jumping & Landing	7: Counter Balance: In Pairs	8: Coordination: Sending & Receiving	9: Coordination: Ball Skills	10: Coordination: Footwork	11: Agility: Ball Chasing	12: Agility: Reaction & Response
<b>Pre-School</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.											
<b>Reception</b>	I can begin to stand still for 10 seconds on one leg	I can begin to balance using hands and feet.				I can begin to jump forwards, backwards and sideways.	I can begin to balance with a partner.		I can roll a ball along the floor.	I can begin to side-step in both directions, gallop, hop on either foot and skip.		
	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: -rolling - crawling -walking -jumping -running -hopping -skipping -climbing. Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.											
<b>Year 1</b>	Stand one on leg for 10 seconds with both legs.	Balance in a variety of ways with or without using hands and feet.	Hold mini-front support position. Reach round and point to the ceiling with either hand in mini-front support.	Stand on a line with good stance for 10 seconds.	Walk backwards and forwards with fluidity and minimum wobble.	Jump from 2 feet to 2 feet forwards, backwards and side to side.	Sit holding hands with toes touching, lean in together then apart. Sit holding 1 hand with toes touching, lean in together then apart. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	Roll a small and large ball and collect the rebound. Throw a large ball and catch the rebound with 2 hands.	Sit and roll a ball along the floor around body using 2 hands and one hand. Roll a ball down legs and around upper body using 2 hands, sitting and standing.	Side-step in both directions, gallop, hop on either foot and skip.	Roll a ball, chase and collect it in balanced position facing opposite direction. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.	React and catch large ball dropped from shoulder height after 2 bounces. React and catch a large ball dropped from shoulder height after 1 bounce.
<b>Year 2</b>	Stand still for 30 seconds. Complete 5 mini-squat.	Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side.	Place a cone on my back and take it off with other hand in mini front support. Hold mini-back support position. Place cone on tummy and take it off with other hand.	Stand on low beam with good stance for 10 seconds.	Walk fluidly, lifting knees to 90°. Walk fluidly, lifting heels to bottom.	Jump from 2 feet to 2 feet with a quarter turn in both directions. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).	Hold on and, with a long base lean back, hold a balance and then move back together. Hold on with 1 hand and, with a long base, lean back, hold balance and	Throw a tennis ball and catch the rebound with the same hand after 1 bounce or without a bounce. Throw a tennis ball, catch the rebound with the other hand after 1 bounce or without a bounce. I can strike a large, soft	Roll a ball up and down my legs and round my upper body using 1 hand sitting or standing.	Combine side-steps with 180° front and reverse pivots off either foot. Skip with knee and opposite elbow at 90° angle. Hopscotch forwards and backwards, hopping on the same leg (right and left).	Start in seated position, throw a bouncing ball, chase and collect it in a balanced position facing opposite direction.	Catch a tennis ball dropped from shoulder height after 1 bounce.

							then move back together.	ball along the ground with my hand 5 times in a rally.				
<b>Year 3</b>	Stand still for 30 seconds with my eyes closed. Complete 5 squats and 5 ankle extensions.	Pick up a cone from one side and place it on the other side with same hand, return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds.	Begin to hold full front support position. Begin to lift 1 arm and point to the ceiling with either hand in front support. Begin to transfer a cone on and off my back in front support.	Begin to receive a small force from various angles. Begin to raise alternate feet and knees 5 times. Begin to catch ball at chest height and throw it back	Begin to march, lifting knees and elbows up to a 90° angle. Walk fluidly with heel to toe landing. Walk fluidly, lifting knees and using heel to toe landing. Walk fluidly, lifting heels to bottom and using heel to toe landing.	Begin to jump from 2 feet to 2 feet with 180° turn in either direction. Begin to complete a tucked jump. Complete a tucked jump with 180° turn in either direction.	Begin to hold on and, with a short base, lean back, hold balance and then move back together. Begin to hold on with 1 hand and with a short base, lean back, hold balance and then move back together. Begin to perform above challenges with eyes closed.	Begin to strike a ball with alternate hands in a rally. Begin to kick a ball with the same foot and then with alternate feet. Begin to roll 2 balls alternately using both hands, sending 1 as the other is returning.	Stand with my legs apart and move a ball around 1 leg (right and left leg). Move a ball round my waist. Stand with legs apart and move a ball around my alternate legs.	Begin to hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3-step zigzag pattern forwards and then backwards.	Begin to chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Begin to chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.	React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
<b>Year 4</b>	On both legs: stand still for 30 seconds with my eyes closed. Complete 5 squats and 5 ankle extensions.	Pick up a cone from one side and place it on the other side with the same hand. Return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds.	Hold a full front support position. Lift 1 arm and point to the ceiling with either hand in front support. Transfer a cone on and off my back in front support	Receive a small force from various angles. Raise alternate feet and knees 5 times. Catch ball at chest height and throw it back.	March, lifting knees and elbows up to a 90° angle. Walk fluidly with heel to toe landing. Walk fluidly, lifting knees and using heel to toe landing. Walk fluidly, lifting heels to bottom and using heel to toe landing.	Jump from 2 feet to 2 feet with 180° turn in either direction. Complete a tucked jump. Complete a tucked jump with 180° turn in either direction.	Hold on and, with a short base, lean back, hold a balance and then move back together. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. Perform above challenges with eyes closed.	Strike a ball with alternate hands in a rally. Kick a ball with the same foot. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning.	In 20 seconds or less: stand with my legs apart and move a ball around 1 leg 16 times (right and left leg). Move a ball round my waist 17 times. Stand with legs apart and move a ball around alternate legs 16 times.	Hopscotch forwards and backwards, alternating hopping leg each time. Move in a 3- step zigzag pattern forwards. Move in a 3-step zigzag pattern backwards.	Chase a large rolled ball, let it roll through my legs and then collect it in balanced position facing the opposite direction. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Complete above challenges with tennis ball.	From 1, 2 and 3 metres: 1. react and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.
<b>Year 5</b>	On both legs: Stand still on an uneven surface for 30 seconds. Stand still on uneven	Reach and pick up a cone an arms distance away, swap hands and	Transfer a tennis ball and cone on and off my back in a front support.	Raise alternate knees to opposite elbow 5 times. Catch a large ball thrown at knee	Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to	Jump 2 feet to 2 feet forwards, backwards and side-to-side. Hop	Stand on 1 leg holding with 1 hand, lean back, hold balance and then move	Throw and catch 2 tennis balls against a wall. Throw 2 tennis balls against a wall and catch	Stand with legs apart and move ball in figure of 8 around both legs 12 times. Move ball around waist	Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. Move in 3-	Roll and chase a large ball and then tennis ball, stopping it with knee sideways onto ball facing	From 1, 2, 3, metres. react and step across my body, bring my hand

	surface for 30 seconds with my eyes closed. Complete 10 squats into ankle extensions. Complete 5 squats with eyes closed.	place it on the other side (both directions). Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). Hold a V shape with straight arms and legs for 10 seconds.	Transfer a tennis ball on and off tummy in back support.	height and above my head. Catch a large ball thrown away from body. Catch a small ball thrown close to and away from my body.	toe landing. Lunge walk forwards. Lunge walk forwards, bringing opposite elbow up to a 90° angle.	forward and backwards, freezing on landing. Jump 1 foot to other forwards and backwards, freezing on landing. Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freeze on landing.	back together. Stand on 1 leg while holding on to partner's opposite foot.	them with opposite hand (cross-over). Throw 2 tennis balls against a wall in a circuit, in both directions.	into figure of 8 around both legs 10 times. Move a ball around my waist and then around alternate legs 12 times. Stand with my legs apart and perform 24 criss crosses, with and then without a bounce.	step zigzag pattern, with knee raise across body just before changing lead leg and direction. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.	opposite direction. Roll and chase a large ball, stopping it with head in front support position facing the opposite direction.	across body and catch a tennis ball after 1 bounce.
<b>Year 6</b>	<p><u>Throw and catch</u> Throw and catch accurately and successfully under pressure in a game.</p> <p><u>Attacking and Defending</u> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring</p> <p><u>Possession</u> Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p><u>Tactics and Rules</u> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Passing the Ball Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p><u>Using Space</u> Demonstrate a good awareness of space</p> <p><u>Travelling with the ball</u> Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p><u>Striking and Hitting a ball</u> Understand how to serve in order to start a game. Use good hand eye coordination to be able to direct a ball when striking or hitting.</p>											

Athletics Progression of Skills

	Throw	Jump	Run	Compete and Perform	Evaluate
<b>Pre-School</b>	Continue to develop their movement, balancing, riding and ball skills. Start taking part in some group activities which they make up for themselves, or in teams. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.				
<b>Reception</b>	Roll equipment in different ways. Throw underarm. Throw an object at a target.	Jump in a range of ways, landing Safely.	Run in different ways for a variety of purposes.	Control their body when performing a sequence of movements. Participate in simple games.	Talk about what they have done. Talk about what others have done.
<b>Year 1</b>	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Watch and describe performances. Begin to say how they could improve
<b>Year 2</b>	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance	Jumping Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Perform learnt skills with increasing control. Compete against self and others.	Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.
<b>Year 4</b>	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly	Compete against self and others in a controlled manner. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.
<b>Year 5</b>	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance	Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.

<p><b>Year 6</b></p>	<p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy</p>	<p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Thoroughly evaluate their own and others performance, suggesting thoughtful and appropriate improvements.</p>
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Outdoor Adventurous Activities Skills Progression

Year	Trails	Problem Solving	Communication	Compete and Perform	Evaluate
<b>Pre-School</b>	Describe a familiar route. Begin to discuss routes and locations, using words like 'in front of' and 'behind'.				
<b>Reception</b>	Draw information from a simple map. Discuss routes and locations, using words like 'in front of' and 'behind'.				
<b>Year 1</b> (Taught in Geography)	Follow directions (Up, down, left/right, forwards/backwards) 3. Draw picture maps of the classroom, imaginary places and from stories. Use own symbols on imaginary map.				
<b>Year 2</b> (Taught in Geography)	Follow a route on a map. Follow directions (as year 1 and including NSEW). Use 4 compass points. Draw a map of a real or imaginary place. Begin to understand the need for a key. • Use own symbols to make a simple key.				
<b>Year 3</b>	Orientate themselves with increasing confidence and accuracy around a short trail.	Identify and use effective communication to begin to work as a team. Identify symbols used on a key	Communicate with others.	Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performance and activities.	Watch, describe and evaluate the effectiveness of performance. Describe how the performance has improved over time.
<b>Year 4</b>	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course.	Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles, within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course.	Complete an orienteering course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performance and activities. Start to improve trails to increase challenge of course.	Watch, describe and evaluate the effectiveness of performances giving ideas for improvements. Modify their use of skills of techniques to achieve a better result.
<b>Year 5</b>	Start to orientate themselves around with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail.	Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.	Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course.	Choose and use criteria to evaluate own and others performances. Explain why they have used particular skills or techniques and the effect they have had on their performance.
<b>Year 6</b>	Orientate themselves with confidence and accuracy around an orienteering course under pressure, Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail.	Use clear communication to effectively complete a particular role in a team. Compete in orienteering activities both as part and independently	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation. Organise an event for others.	Compete an orienteering course on multiply occasions in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it.	Thoroughly evaluate their own work and others work, suggesting thoughtful and appropriate improvements.

Dance Progression of Skills

Dance	Compete and Perform	Evaluate	Shapes Solo			Partnering Shapes	Artistry Musically / Abstract ion	Circles Solo			Partnering Circles	Artistry (Making)
			Standing	Floor	Moving Between Shapes			Moving	Turns	Jumps		
<b>Pre-School</b>	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams.											
<b>Reception</b> Practicing Tricky 1  Multi-ability (Social): I can work sensibly with others to creative a dance.	Control my body when performing a sequence of movements.	Talk about what they have done. Talk about what others have done	<b>Standing:</b> With balance and control make a big standing shape:  1. With both arms outstretched 2. With one arm outstretched 3. With body turning to the side, one arm outstretched.	<b>Floor:</b> To begin to make a shape on the floor balanced on hands and feet, facing down  1. To lift 1 leg off the floor stretching it out.  2. To keep 1 leg off the floor.  3. To begin to take 1 hand off the floor and stretch it under your body.	<b>Moving Between Shapes:</b> Keep your shapes strong, starting in any standing shape.  1.To make a step and begin to explore putting one hand on the floor.  2. Take a step and then put one hand on the floor and finish in any floor shape.	<b>Shapes</b> With balance and control and keeping your shapes strong, make partner shape.  1. Begin to make opposite shapes,  2. Begin to make opposite shapes on the floor.	<b>Musicality:</b> Move to the music using as many movements and standing and floor shapes as you can.  1. Explore your moves and shapes to express what and how the music makes you feel.  2. Begin to create your moves and shapes while listening to just one instrument.	<b>Moving:</b> Starting in any standing shape create big circles with arms and legs.  1. Make a circular movement with your arm moving forward.  2. Make a circular movement with your arm moving it forward in a horizontal plane to make both hands meet.  3. Make a circular movement with your arm moving backwards.	<b>Turns:</b> Starting in any standing shape.  1. Explore beginning to complete a full backward turn.  2. Explore beginning to complete a full forward turn.	<b>Jumps:</b> Starting in any standing shape with your feet close together, use circle movements to help you jump on the spot through in the air.  1. Take off from 2 feet and try to do a full turn in the air.  2. Take off from 2 feet and try to do a full turn in the air.  3. Take off from 2 feet and land on either 1 or 2 feet. Start to bring your arms up in the jump.	<b>Circles:</b> Working in pairs and starting in any standing shape use circles to help you move.  1. Both start with one arm to the side. Make a circle forward with your arm moving. Follow your arm with steps to complete a full turn.  2. As before but try to start turning at a different time to your partner.  3. Both do a turning jump in the air 2 feet to 2 feet.	<b>Making:</b> With a partner, begin to make a sequence of a minimum of 2 moves - 1 shape and 1 movement in between.  1, Make both shapes.  2. Both make one movement a turn or a jump.
			Progress towards a more fluent style of moving, with developing control and grace. Develop overall body strength, co-ordination, balance and agility. Move energetically, such as running, jumping, dancing. Combine different movements with ease and fluency.									
<b>Year 1</b> Tricky 1  Cognitive I can name	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Talk about what they have done. Talk about what others have done  Watch and describe performances.	<b>Standing:</b> With balance and control make a big standing shape:	<b>Floor:</b> Make a shape on the floor balanced on hands and feet, facing down	<b>Moving Between Shapes:</b> Keep your shapes strong, starting in any	<b>Shapes</b> With balance and control and keeping your shapes strong, make partner shape.	<b>Musicality:</b> Move to the music using as many movements	<b>Moving:</b> Starting in any standing shape with one or both arms to the side, create	<b>Turns:</b> Starting in any standing shape where one arm is horizontal	<b>Jumps:</b> Starting in any standing shape with your feet close together,	<b>Circles:</b> Working in pairs and starting in any standing shape use circles to	<b>Making:</b> With a partner, make a sequence of a minimum of 4 moves - 2 shapes and 2 movements in between.



<p>some things I am good at, and others are good at.</p>		<p>Begin to say how they could improve.</p>	<p>1. With arms outstretched at different heights and pointing in different directions. 2. With one arm outstretched and the other bent into a smaller shape. 3. With body turning to the side, one arm outstretched and the other bent into a smaller shape.</p>	<p>1 Lift 1 leg off the floor stretching it out to the side and away from you 2. Keep 1 leg off the floor and under your supporting leg, stretched across your body, but not touching the floor. 3. Take 1 hand off the floor and stretch it under your body</p>	<p>standing shape. 1. Make a step, put one hand on the floor and finish in any floor shape. 2. Take a step, followed by a jump, put one hand on the floor and finish in any floor shape. 3. Take a step, put one hand on the floor and finish in any floor shape. Immediately change to another floor shape</p>	<p>1. Make opposite shapes, for example, Partner 1 – standing, Partner 2 – on the floor. Or Partner 1 – big shape, Partner 2 – small shape. 2. Both make opposite shapes on the floor with parts of your bodies crossing over. 3. From any standing shape, both take a step, put one hand on the floor and finish in a floor shape. Lift or slide your leg through to a floor shape as you move.</p>	<p>nts and standing and floor shapes as you can. 1. Use your moves and shapes to express what and how the music makes you feel. 2. Focus on different instruments making different sounds. Create your moves and shapes while listening to just one instrument. 3. Listen to the main instrument and the story it creates in Tango music. Use your moves and shapes to express</p>	<p>big circles with arms and legs. 1. Make a circular movement with your arm, moving it forward in a horizontal plane. Follow your arm into a step. 2. Step and make a circular movement with your arm moving it forward in a horizontal plane to make both hands meet. Continue the movement to complete your turn. 3. Step and make a circular movement with your arm, moving it backwards in a horizontal plane. Continue the movement to complete your backward turn.</p>	<p>and to your side, and feet almost together. 1. Move your arm backwards and allow your body to follow to complete a full backward turn. Lift one foot off the floor to help you turn. 2. Move your arm forward and allow your body to follow to complete a full forward turn. Lift one foot off the floor to help you turn. 3. Move your arm backwards and allow your body to follow to complete a full backward turn. While turning move the torso away from the direction of the turn.</p>	<p>use circle movements to help you jump on the spot through in the air. 1. Take off from 2 feet, do a full turn in the air and land on 2 feet. Keep your arms down, close to your body. 2. Take off from 2 feet, do a full turn in the air and land on either 1 or 2 feet. Keep your arms down. As soon as you land, make a shape. 3. Take off from 2 feet and land on either 1 or 2 feet. Bring your arms up in the jump. As soon as you land, make a shape close to the floor.</p>	<p>help you move. 1. Both start with one arm to the side. Make a circle forward with this arm moving it in a horizontal plane. Follow your arm with steps to complete a full turn. Finish in any standing shape touching hands. 2. As before but try to start turning at a different time to your partner. 3. Both do a turning jump in the air 2 feet to 2 feet, finish in a partnered shape in different positions.</p>	<p>1. Make both shapes have limbs in different planes. 2. Both make one movement a turn or a jump. Remember the direction and steps of the turn or jump. 3. Both make one movement a turn and the other a jump. Keep your turn and jump different from your partner's</p>
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Creative I can create and link some movements together.

							this music.					
<p><b>Year 2</b></p> <p>Tricky 2</p> <p>Social: I can help, praise and encourage others in their work.</p> <p>Multi-ability (Creative) I can begin to compare my movements and skills with that of others and I can select and link movements to fit a theme.</p>	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p>	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p><b>Standing</b> With balance and control – make a standing shape</p> <ol style="list-style-type: none"> <li>1. With one arm wrapped around your body and the other arm long.</li> <li>2. With your arms at a different plane. Turn your body one way and look the opposite way.</li> <li>3. With one arm wrapped around your body, the other arm long and torso bending forward.</li> </ol>	<p><b>Floor</b> Balancing on your hands and feet.</p> <ol style="list-style-type: none"> <li>1. Make a floor shape facing the ceiling with one leg vertical and your body folded. Make sure the vertical leg is long and straight.</li> <li>2. Make a floor shape facing the floor with one leg vertical and your body straight. Make sure the vertical leg is long and straight.</li> <li>3. Make a floor shape facing the floor, with your body flat out in low 'push-up' position, with one leg vertical and straight and the other long.</li> </ol>	<p><b>Moving Between Shapes</b></p> <ol style="list-style-type: none"> <li>1, Starting in any standing shape, take a step and jump up. When landed move to the floor shape. Make the jump get good height.</li> <li>2. Starting in any standing shape, take a step and hop. When landed move to the floor shape. Make the hop turn a half turn with height.</li> <li>3. Starting in any standing shape, take a step and hop. When landed move to the floor shape. Make the hop turn with an outstretched leg before landing.</li> </ol>	<p><b>Shape:</b> with balance and control and keeping your shapes strong.</p> <ol style="list-style-type: none"> <li>1. Make partner shapes that are opposite, for example, Partner 1 – standing, Partner 2 – on the floor. Or Partner 1 – big shape, Partner 2 – small shape. Ensure both of you are entwined.</li> <li>2. Both make floor shapes which are entwining and as close as possible without touching.</li> <li>3. With your partner, take a step and hop, put one hand on the floor and finish in a floor shape. Take off at different times and in different directions.</li> </ol>	<p><b>Abstract on:</b> Watch the silk as it drops.</p> <ol style="list-style-type: none"> <li>1. Choose 2 different ways it falls and explore them with your body. When doing so, suddenly stop and remember that stop as a shape.</li> <li>2. Choose 2 different ways it falls and move your body like the silk. Use 3 or 4 limbs one after the other to explore the silk moves. Stop in between 3.</li> <li>3. Choose 2 different ways it falls and move your body like</li> </ol>	<p><b>Moving:</b> Starting in any standing shape, create big circles with your arms and leg.</p> <ol style="list-style-type: none"> <li>1. Start with your arm vertical, then drop it down and diagonally creating a semi-circle. Follow your arm with a step and make your body drop forward with the movement.</li> <li>2. Start with your arms horizontally to the side. Move your arm backwards in the horizontal plane as if you were drawing a semi-circle in the air. Step back with the movement.</li> <li>3. Repeat the previous action, then reverse it. Perform both actions continuously without stopping.</li> </ol>	<p><b>Turns:</b> Starting in any standing shape, take one or two steps and use circle movements to help you jump.</p> <ol style="list-style-type: none"> <li>1. Make a half or a full turn in the air with your arms starting outstretched and finishing in front of you.</li> <li>2. Step to the side, then swing your leg in front of you as you take off. Make a starfish shape in the air.</li> <li>3. Step onto the left foot then swing your right foot as if you were kicking a ball. Use that swing to jump into the air. The momentum of the swing should spin you around.</li> </ol>	<p><b>Jumps:</b> Starting in any standing shape, take one or two steps and use circle movements to help you jump.</p> <ol style="list-style-type: none"> <li>1. Make a half or a full turn in the air with your arms starting outstretched and finishing in front of you.</li> <li>2. Step to the side, then swing your leg in front of you as you take off. Make a starfish shape in the air.</li> <li>3. Step onto the left foot then swing your right foot as if you were kicking a ball. Use that swing to jump into the air. The momentum of the swing should spin you around.</li> </ol>	<p><b>Circles:</b> With your partner and starting from any standing shape, create circles with your arms and legs.</p> <ol style="list-style-type: none"> <li>1. Both start with one arm vertical, then drop it to create a forward semi-circle. Both finish in a standing low shape together. Both move at the same time.</li> <li>2. Both use circle movement to turn forwards or backwards and finish in a standing shape together.</li> <li>3. Both step with one foot then swing the other as if you were kicking a ball. Use that swing to jump and spin in the air. Jump at the same time. Finish in a standing shape together.</li> </ol>	<p><b>Making:</b> working with a partner, make a sequence of a minimum of 5 moves - 2 shapes and 3 movements in between.</p> <ol style="list-style-type: none"> <li>1. Start in a partnered balance. Partner 1 – move away and come back using shapes, circle moves, turns and jumps. Partner 2 – move on the spot. Finish in a floor shape.</li> <li>2. Start in a partnered standing balance. Using shapes, circle moves, jumps and turns, both move away from your starting position, then return to finish off in a standing shape.</li> <li>3. Repeat the previous sequence but finish in a floor shape. Do your moves at different times to each other.</li> </ol>

							the silk. Use 3 or 4 limbs one after the other to explore the silk moves. Perform all actions without stopping.					
<p><b>Year 3</b></p> <p>Trickier 1</p> <p>Physical: I can perform and repeat longer sequences, with clear shapes and movements between, with clear control and precision.</p>	<p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p><b>Standing:</b> With Balance and Control</p> <ol style="list-style-type: none"> <li>1. Make a standing shape with your arms in different planes and your body turned. Look in the opposite direction to where your body is turning.</li> <li>2. Make a standing shape with your arms in different planes and torso bent. Look the opposite way to where the torso is turning.</li> <li>3. Make a standing shape with one leg straight to the side and the other bent. Keep your arms</li> </ol>	<p><b>Floor</b> Holding your body, legs and supporting arms strong.</p> <ol style="list-style-type: none"> <li>1. Make a floor shape facing the ceiling with both hands on the floor and one leg vertical.</li> <li>2. Make a floor shape facing sideways, with one leg off the floor, in line with your body or extended to the front.</li> <li>3. Make a floor shape facing the ceiling with one leg vertical and body flat out in a low back support.</li> </ol>	<p><b>Moving Between Shapes</b> Keeping your shapes strong and starting in any standing shape.</p> <ol style="list-style-type: none"> <li>1. Step to the side, jump with turn and stop in a floor shape as soon as you've landed.</li> <li>2. Step to the side, jump with turn, land and move to the floor using a backwards movement.</li> <li>3. Step to the side, jump with turn, land and travel before finishing in a floor shape.</li> </ol>	<p><b>Shape:</b> with balance and control and keeping your shapes strong, make partner shape.</p> <ol style="list-style-type: none"> <li>1. Make your shapes the opposite size to your partner's, staying as close as possible without touching</li> <li>2. Both make floor shapes, stay entwined and as close as possible without touching</li> <li>3. Both step, jump with turn and move to the floor. Take off at different times and in different directions.</li> </ol>	<p><b>Abstraction:</b> Watch the silk as it drops. Choose 2 different ways it falls and explore them with your body.</p> <ol style="list-style-type: none"> <li>1. Keep stopping suddenly and remember these stops as shapes. Explore the difference in shapes.</li> <li>2. Let the silk action send you into a turning jump.</li> <li>3. Start with a silk shape, move like silk</li> </ol>	<p><b>Moving:</b> Starting in any standing shape. create big circles with your arms. Starting with your arm vertical.</p> <ol style="list-style-type: none"> <li>1. Make a semi-circle forwards with your arm. Follow the movement with your body and step forward.</li> <li>2. Make a semi-circle backwards with your arm. Follow the movement with your body and step backwards.</li> <li>3. Make a circular move forwards with your arm. See how far you can turn your body as the arm drops</li> </ol>	<p><b>Turn:</b> Starting in any standing shape, create circles that will lead you to complete a full turn.</p> <ol style="list-style-type: none"> <li>1. Start your movement by wrapping your arm around your body. Drop your head forward as you turn.</li> <li>2. Make a circle with your foot. Keep your foot outstretched and arms down. Look up while turning.</li> <li>3. Repeat the previous turn but keep one arm outstretched to the side.</li> </ol>	<p><b>Jumps:</b> Starting in any standing shape take 1 or 2 steps and:</p> <ol style="list-style-type: none"> <li>1. Make a circular move with your arms leading to a starfish jump with arms and legs outstretched.</li> <li>2. Make a circular move with your arms leading to a backwards starfish 'barrel roll.</li> <li>3. As previous jump but start your movement with a shoulder circle, followed by an arm circle leading to a step and</li> </ol>	<p><b>Circles:</b> With your partner and starting from any standing shape, create circles with your arms and legs.</p> <ol style="list-style-type: none"> <li>1. Stand next to each other. Both make an arm circle forwards, follow with a step and return to your starting positions. Mirror each other.</li> <li>2. Face each other. Both make an arm circle backwards, step and return to your starting positions. Mirror each other.</li> <li>3. Stand next to each other. Both make an arm circle</li> </ol>	<p><b>Making:</b> with a partner, make a sequence of a minimum of 5 moves - 2 shapes and 3 movements in between.</p> <ol style="list-style-type: none"> <li>1. Both start and finish in the same shape. Make your moves the same or similar.</li> <li>2. Start and finish in a different shape to your partner. Make your moves similar.</li> <li>3. Both start and finish in different shapes. Make your moves different.</li> </ol>

			extended and long.				and finish with a silk shape. Try again with the second way the silk moves.			then a jump.	forwards, step and allow your body to drop forward. Perform it in canon.	
<b>Year 4</b> Trickier 2 <b>Health and Fitness: I can describe how my body feels in exercise and why.</b>	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	<b>Standing</b> 1. Lunge to the side or make another standing shape with one leg straight and the other bent and rotate your torso.  2. Make a standing shape with your arms long and horizontal and front leg extended across your body as far as possible. 3. Make a standing shape with your arms long and vertical and one leg extended across your body held higher than 45 degrees.	<b>Floor</b> 1. Make floor shapes facing sideways with one leg off the floor and as vertical as possible.  2. Make floor shapes facing sideways with both one leg and one hand/arm off the floor. Make both limbs as vertical as possible. 3. Make floor shapes facing the ceiling where body is twisted and both one arm and one leg are off the floor.	<b>Moving Between Shapes</b> 1. From the standing shape, take a step and jump to the side or make another standing shape with one leg straight and the other bent and move to the floor. Try and turn in the jump with outstretched legs and arms. 2. From the standing shape, do the turn backwards before jumping to then lunge to the side or make another standing shape with one leg straight and the other bent and move to the floor.	<b>Shape:</b> 1. Make a partnered shape with one in a floor shape and the other positioned in a tall standing shape and as close to each other as possible without touching. Try to fit between each other's position. Also try with one hand touching.  2. Make a partnered shape with both facing the ceiling with legs out sideways, as flat on the floor as possible. Use maximum space. Try as close as possible without touching first and then with one hand touching.  Starting from individual standing shapes, both make a step, then a turning jump backwards, land safely and finish in a floor shape.  <b>Partnering Lifts</b> 1. From any shape/position, make a turning jump, and finish off with finding a leaning position against each other with one standing and the other going to the floor. Both jumps should happen at the same time and you should both get into your final positions at the same time. When completed, switch roles so you each try both standing and floor shape.	<b>Moving:</b> Start in any standing shape where one arm is horizontal and to your side, and with your feet almost together.  1. Move your arm forwards and allow your body to follow to complete a full forward turn. Lift one foot off the floor to help you turn. Lean backwards while turning.  2. Move your arm forwards and allow your body to follow to complete a full backwards turn. Lift one foot off the floor to help you turn. Lean backwards while turning.  3. Move your arm forwards and allow your body to follow to complete a full forward turn. Lift one foot off the floor to help you turn. Lean	<b>Turns:</b> Starting in any standing shape with your feet almost together.  1. Lead the circle turn with your foot keeping the foot low.  2. Make a larger circle with the knee, starting with your knee going to the front then circling to the side. You will feel how this circle will make the rest of your body move as well, so let your body turn with the knee action.  3. Start the circle with your shoulder and complete it with your arm.	<b>Jumps:</b> Starting in any standing shape.  1. Take two steps (first with your left and then your right foot) with your left arm and leg going backwards to jump off the right foot and land on the left foot with a half turn in the air. Make your jump bigger than before and turn faster in the air.  2. Take one or two steps and jump up in the air making either a half or full turn, this time with your leg outstretched, not tucked up.  3. Take one or two steps and jump	<b>Circles:</b> with your partner and starting from any shape:  1. Start with your arm vertical, then drop it backwards and down at a diagonal angle to create a backward circle. Turn your body as your arm drops. Shift in the same or different directions, playing with changing speed, tempo and height, but both finish at the same time.  2. Partner 1 - make an arm circle, then a leg circle. Partner 2 - make a leg circle, then an arm circle. Each circle should turn you. Explore different timings and different directions.	<b>Making:</b> Working with a partner and starting in any shape, make a sequence of a minimum of 5 moves - 3 shapes and 2 circles.  1. Both circles should be circle turns. Make all 3 shapes with limbs on a different plane and perform each turn in a different direction. Keep how you work with your partner the same. For example, if you and your partner are facing each other on the first shape, you should always be facing each other when you make that shape.  2. At least one of you finish in a floor shape. Use different movements between getting up and down from the floor. Keep how you work with your partner the same.  3. Use your sequence you have just created. Swap places, so you learn your partner's movements, and your partner learns yours. Now you have 2 versions of the dance perform the first version then immediately perform the second.	



					3. From the standing shape, take a step and then execute a long, slow spiral to the floor making sure the spiral is led by a combination of your legs and arms, with limbs moving at a distance from the body.	2. Execute a lift with base having their right palm to the lower-back of the jumper's torso and a left palm supporting jumper's left palm. Jumper steps and then does half to full turn in mid-air. Jumper does most of the work; the base doesn't lift but just offers support.	3. Execute a lift with base having their right palm to the lower-back of the jumper's torso and a left palm supporting jumper's left palm. Jumper steps and then does half to full turn in mid-air holding a starfish shape. Jumper does most of the work; the base doesn't lift but just offers support.	forwards while turning.	Continue your turn with your foot/leg higher in the air and your torso turning in the opposite direction.	up in the air making either a half or full turn, this time with your leg extended and your arms vertical as the jump happens.	3. Make as big a circle as you can with your leg in either direction. Make a continuous series of half circles on the floor, changing legs as you go. Partner A starts with leg wide floor circles going backwards and Partner B with leg forward and through circle. Try to be working at different times.	
<b>Year 5</b> Practising Trickiest 1  <b>Creative</b> I can respond in varied and imaginative ways to different situations and tasks.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	<b>Standing</b> 1. Make a standing shape balanced on the ball of one foot, with your arms long and the other leg extended to the front. 2. Make a standing shape balanced on the ball of one foot, with your arms long and the other leg extended to the side and higher than 45 degrees. 3. Make a standing shape balanced on	<b>Floor:</b> Make a shape on the floor 1. Use a combination of your hands/arms/shoulders for support. Tuck your legs close to your body and allow your body to twist with both legs off the floor. 2. Make a mini-back support. Face the ceiling with both feet and one hand on the floor. Put the other hand behind your back, allow	<b>Moving Between Shapes:</b> Starting in any standing shape.  1. Step, then jump and when landed spiral to the floor. Finish in a floor shape. Jump with height, allow your arms to lead the spiral straight to the floor. 2. Step, then jump turning your jump half or full turn.	<b>Partnering Lifts:</b> With balance and control, and ensuring you jump and support at the same time.  1. Start in any standing shape together. Partner 1 – step followed by a turning jump, Partner 2 – jump but without turning. Finish in a leaning away position with	<b>Musicality:</b> Move to the music using as many movements, circles and standing and floor shapes as you can.  1. Listen to the Waltz and create movement to it in line with the melody or the main song line.  2. Listen to the Mid tempo music. Focus on the parts in the music that aren't	<b>Moving:</b> Starting in any standing shape, create big circles with your arms, shoulders and legs.  1. Make a backward circle with your shoulder. Follow the movement allowing your torso to move forward then back. Finish with a step forward.  2. Draw a large semi-circle on the floor with your toes. Follow the movement	<b>Turns:</b> Starting in any standing shape:  1. Make a small circle backwards with your shoulder. Follow with a large circle forward in a horizontal plane with your arm that leads you into a turn. Lift one foot off the floor while turning.  2. Draw a large circle in the air with your	<b>Jumps:</b> Starting in any standing shape:  1. Have your arms by your side. Step and hop making half a turn in the air as you hop. Lift arms to vertical as you hop.  2. Step, then swing the opposite leg to the front to initiate your jump. When in the air, change the	<b>Making:</b> Working with a partner and starting in any shape make a sequence of a minimum of 6 moves including both shapes and circles.  1. Create and perform all movements in unison ensuring your bodies move in the same way.  2. Include various movements with your arms and legs. Perform all movements in unison ensuring both your bodies and your limbs move in the same way.  3. Perform at the same time but ensure your moves are completely different to your partner's.	

			the ball of one foot, with your arms short and the other leg extended across your body, higher than 45 degrees.	your body to roll towards your non-supported side. 3. Face the floor and balance on one hand and one foot. Make both the arm and the leg which are off the floor point away.	When landed, spiral to the floor. Finish in a floor shape. 3. Step, then turn, finishing with your turn into a jump. When landed, spiral to the floor. Keep one leg extended to the side when turning.	your partner.  2. Start in any standing shape leaning into each other. Both step and jump, and finish in a leaning away position. Jump at the same time.  3. Start in a partnered balance leaning into each other. Partner 1 – make a circle move to jump away, Partner 2 – follow the same action. Keep still when your partner is jumping.	the melody or the song. Use your moves, circles and shapes to express these sounds.  3. Listen for phrasing in the Soundtrack music. The phrasing is how a sound you hear changes over a short period of time. Create movement responding to the phrases you hear.	bringing your body with you.  3. Draw a large circle backwards with your knee. Let the movement take you backwards. Follow the movement stepping backwards.	foot making your body complete a full turn. Finish with an arm circle. Let your body roll with the movement.  3. Make a large circle backwards with your leg. Follow your leg to complete a turn. Make the end of your turn clean and balanced.	direction of your body to land looking the way you came from.  3. Repeat the previous circle jump. Swing your arms to the vertical position as you jump.		
<b>Year 6</b>  Consolidating Trickiest 1  Multi-ability (Physical) I can perform a range of skills fluently and accurately in	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	<b>Standing:</b> 1. Make a standing shape balanced on the ball of one foot, with your arms long and the other leg extended to the front. 2. Make a standing shape balanced on the ball of one foot, with	<b>Floor:</b> Make a shape on the floor 1. Use a combination of your hands/arms/shoulders for support. Tuck your legs close to your body and allow your body to twist with both legs off the floor.	<b>Moving Between Shapes</b> Starting in any standing shape. 1. Step, then jump and when landed spiral to the floor. Finish in a floor shape. Jump with height, allow your	<b>Partnering Lifts</b> With balance and control, and ensuring you jump and support at the same time.  1. Start in any standing shape together. Partner 1 –	<b>Musicality:</b> Move to the music using as many movements, circles and standing and floor shapes as you can.  1. Listen to the Waltz and create movement to it in line with the melody or	<b>Moving:</b> Starting in any standing shape, create big circles with your arms, shoulders and legs.  1. Make a backward circle with your shoulder. Follow the movement allowing your torso to move forward then	<b>Turns:</b> Starting in any standing shape:  1. Make a small circle backwards with your shoulder. Follow with a large circle forward in a horizontal plane with your arm	<b>Jumps:</b> Starting in any standing shape:  1. Have your arms by your side. Step and hop making half a turn in the air as you hop. Lift arms to vertical as you hop.		<b>Making:</b> Working with a partner and starting in any shape make a sequence of a minimum of 6 moves including both shapes and circles.  1. Create and perform all movements in unison ensuring your bodies move in the same way.  2. Include various movements with your arms and legs. Perform all movements in unison ensuring both your

<p>practise and performance situations.</p>			<p>your arms long and the other leg extended to the side and higher than 45 degrees. 3. Make a standing shape balanced on the ball of one foot, with your arms short and the other leg extended across your body, higher than 45 degrees.</p>	<p><b>2.</b> Make a mini-back support. Face the ceiling with both feet and one hand on the floor. Put the other hand behind your back, allow your body to roll towards your non-supported side. <b>3.</b> Face the floor and balance on one hand and one foot. Make both the arm and the leg which are off the floor point away.</p>	<p>arms to lead the spiral straight to the floor. <b>2.</b> Step, then jump turning your jump half or full turn. When landed, spiral to the floor. Finish in a floor shape. <b>3.</b> Step, then turn, finishing with your turn into a jump. When landed, spiral to the floor. Keep one leg extended to the side when turning.</p>	<p>step followed by a turning jump, Partner 2 – jump but without turning. Finish in a leaning away position with your partner.  <b>2.</b> Start in any standing shape leaning into each other. Both step and jump, and finish in a leaning away position. Jump at the same time.  <b>3.</b> Start in a partnered balance leaning in to each other. Partner 1 – make a circle move to jump away, Partner 2 – follow the same action. Keep still when your partner is jumping.</p>	<p>the main song line.  <b>2.</b> Listen to the Mid-tempo music. Focus on the parts in the music that aren't the melody or the song. Use your moves, circles and shapes to express these sounds.  <b>3.</b> Listen for phrasing in the Soundtrack music. The phrasing is how a sound you hear changes over a short period of time. Create movement responding to the phrases you hear.</p>	<p>back. Finish with a step forward.  <b>2.</b> Draw a large semi-circle on the floor with your toes. Follow the movement bringing your body with you.  <b>3.</b> Draw a large circle backwards with your knee. Let the movement take you backwards. Follow the movement stepping backwards.</p>	<p>that leads you into a turn. Lift one foot off the floor while turning.  <b>2.</b> Draw a large circle in the air with your foot making your body complete a full turn. Finish with an arm circle. Let your body roll with the movement.  <b>3.</b> Make a large circle backwards with your leg. Follow your leg to complete a turn. Make the end of your turn clean and balanced.</p>	<p><b>2.</b> Step, then swing the opposite leg to the front to initiate your jump. When in the air, change the direction of your body to land looking the way you came from.  <b>3.</b> Repeat the previous circle jump. Swing your arms to the vertical position as you jump.</p>		<p>bodies and your limbs move in the same way.  <b>3.</b> Perform at the same time but ensure your moves are completely different to your partner's.</p>
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Real PE Multi-ability Progression of Skills

	<b>Social</b>	<b>Personal</b>	<b>Health and Fitness</b>	<b>Physical Skills</b>	<b>Creative</b>	<b>Cognitive</b>
<b>Pre-School</b>	I can play with others and begin to share with help.	I can begin to enjoy working on simple tasks with help.	I can begin to be aware of the changes to the way I feel when I exercise.	I can begin to perform a small range of skills.	I can begin to copy others.	I can begin follow simple instructions.
<b>Reception</b>	I can play with others, take turns and share with help.	I enjoy working on simple tasks with help.	I am aware of the changes to the way I feel when I exercise.	I can perform a small range of skills.	I can observe and copy others.	I can follow simple instructions.
<b>Year 1</b>	I can work sensibly with others taking turns and sharing.	I can work on simple tasks by myself. I can follow instructions and practise safely	I am aware of why exercise is important for good health.	I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.	I can explore and describe different movements.	I can name some things I am good at. I can understand and follow simple rules.
<b>Year 2</b>	I can help, praise and encourage others in their learning.	I try several times if at first I don't succeed. I ask for help when appropriate.	I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.	I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.
<b>Year 3</b>	I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work	I have begun to challenge myself. I know where I am with my learning.	I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency	I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.	I can explain what I am doing well and I have begun to identify areas for improvement.
<b>Year 4</b>	I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work.	I know where I am with my learning and I have begun to challenge myself.	I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency	I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.	I can explain what I am doing well and I have begun to identify areas for improvement
<b>Year 5</b>	I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	I can self-select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.	I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.	I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work.
<b>Year 6</b>	I can involve others and motivate those around me to perform better	I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes	I can help others to select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity.	I can effectively transfer skills and movements. I can perform a variety of skills consistently and effectively in challenging or competitive situations.	I can effectively disguise what I am about to do next	I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop.



Gymnastics Progression of Skills

Gymnastics	Shape	Flight	Balance	Travel	Rotation
<b>Pre-School</b>	Use and remember sequences and patterns of movements which are related to music and rhythm.				
<b>Reception</b>  Multi-ability (Social): I can play with others. Multi-ability (Health and Fitness): I am aware of the changes to the way I feel when I exercise.	<b>Shape:</b> I can explore star, tuck and straight shapes and use these on low and high apparatus.	<b>Flight:</b> I can learn the correct landing technique for jumps.		<b>Travel:</b> I can explore travelling movements on feet using the floor, low and high apparatus	<b>Rotation:</b> I can learn different rolls. I can explore rolls and spins using different apparatus.
<b>Year 1</b>  Multi-ability (Personal): I can work on simple tasks by myself. I can follow instructions and practise safely. Multi-ability (Social): I can work sensibly with others taking turns and sharing.	<b>Shape:</b> I can learn the star, tuck, straight (dish and arch), pike and straddle shapes and create these on low and high apparatus.	<b>Flight:</b> I can learn different types of jumps and how to land. I can explore jumps using low and large apparatus.		<b>Travel:</b> I can explore travelling movements with different parts of my body on the floor, low and high apparatus.	<b>Rotation:</b> I can learn different rotations, rolls and spins. I can explore different rotations using low and large apparatus.
<b>Year 2</b>  Multi-ability (Personal): I try several times if at first I don't succeed. I ask for help when appropriate.  Multi-ability (Cognitive): I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance		<b>Flight:</b> I can learn different types of jumps and leaps. I can perform a sequence of jumps and leaps using a skipping rope.	<b>Balance:</b> I can do a points and patches balance. I can explore points and patches balances using low and large apparatus	<b>Travel:</b> I can learn more complex travelling movements using feet, adding variety by combining with hand apparatus. I can explore more complex travelling movements using low and large apparatus.	<b>Rotation:</b> I can learn different rolls and spins. I can perform sequence of rolls and spins using low apparatus.
<b>Year 3 (Taught in Year 4)</b>  Multi-ability (Creative): I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks.  Multi-ability (Cognitive) I can explain what I am doing well and I have begun to identify areas for improvement.	<b>Flight: Flight Sequences</b> I can consolidate and perform sequences using a variety of jumps and leaps and directions, incorporating low apparatus.		<b>Balance: Climbing Sequences</b> I can consolidate and perform sequences using a variety of balances, directions and levels.	<b>Travel: Mapping Pathways</b> I can consolidate and perform sequences using a variety of shapes, travel and pathways.	<b>Rotation: Rotation Sequences</b> I can consolidate and perform sequences using a variety of rotations, levels, directions and speeds.
<b>Year 4</b> Multi-ability (Health and Fitness) I can explain why we need to warm-up and cool down. I can describe how and why my body		<b>Flight: Flight Sequence (with ropes).</b> I can consolidate and perform sequences using a variety of	<b>Balance: Acrobatic Sequence</b> I can consolidate and perform sequences using a variety of partner balances and transitions, incorporating low apparatus.	<b>Travel: Group Sequences (Low and Large apparatus)</b> I can consolidate and perform sequences using a variety of balances on different body parts,	<b>Rotation: Rotation Sequence</b> I can consolidate and perform sequences using a variety of rotations, levels, directions and

changes during and after exercise.  Multi-ability (Physical): I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.		jumps using ropes, apparatus and different directions.		including different transitions, directions and levels	speeds, incorporating hand apparatus.
<b>Year 5</b>  Multi-ability Personal: I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.  Multi-ability (Cognitive) I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. I have a clear idea of how to develop my own and others' work.	Hand Apparatus <b>Hand apparatus – rhythmic sequences</b> I can consolidate and perform sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.	<b>Low apparatus</b> <b>Low apparatus – Bench sequences</b> I can consolidate and perform sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.	<b>Partner Work Skills</b> <b>Partner Work Skills</b> – I can consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.	<b>Large Apparatus</b> <b>Large Apparatus</b> – I can consolidate and perform sequences and then link them together to create a whole class performance	

**Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.**

*Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. – Joshua 1:9*