



Curriculum – PE

Overview of Teaching, Knowledge and Skills

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills Progression in Dance



Progression of Dance Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement and Music skills	Control and coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.	Work towards precision of movement and co-ordination.	Demonstrate precision of movement and co-ordination.	Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.	Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.
	Rhythm and beat	Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	Move in time to the music independently.	Move in time to the music confidently using varying types of accompaniment.	Move in time to the music demonstrating an awareness of rhythm and phrasing.	Move in time to the music demonstrating confidence with rhythm and phrasing.	Move in time to the music demonstrating confidence with more complex rhythm and phrasing.
	Counts of 8 and 32	N/A	N/A	Start to count out the phrases of 8 counts within the music on the regular beat correctly.	Count out the phrases of 8 counts within the music on the regular beat correctly and confidently.	Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.
Team work, reviewing and understanding benefits	Working with others	Move confidently in a range of ways, safely negotiating space	Work with a partner or small group to copy or create a formation for the movements.	Work with a partner or small group to copy start and end positions.	Work with a partner to create dance sequences including start and end positions and changing formations.	Work with a partner to create dance sequences with good synchronicity.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.
	Formations	Work individually as a solo.	Work individually and with a partner - solo and duet.	Work with a partner or small group to copy or create formations for the movements.	Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.	Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times.	Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations.	Work co-operatively with a group to achieve good synchronicity throughout the whole performance.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Make a suggestion on how to improve my performance.	Make a suggestion on how to improve my performance and performances of others.	Make some suggestions on how to improve my performance and performances of others.	Make suggestions on how to improve my performance and performances of others using correct dance terminology.	Suggest how to improve my performance and performances of others using correct dance terminology.	Suggestions on how to improve my performance and performances of others using correct dance terminology.
	Understand the benefits of participating in Dance	Describe how my body feels before, during and after an activity.	Demonstrate how to exercise safely.	Describe how my body feels during different activities and explain what my body needs to keep healthy.	Explain why it is important to warmup and cool-down.	Identify some muscle groups used in Dance.	Explain why keeping fit is good for health and explain what effect exercise has on the body.	Explain some important safety principles when preparing for Dance.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						

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Knowledge and Skills Progression in Dance- Choreography



Progression of Dance Skills

At the following ages, children should be taught to, and be able to:							
Area	4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Choreography skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.	Create movements to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.
	Creating movements using the 6 Principles of Dance	Create actions and movements around a given story or theme.	Create and develop actions and movements around a given story or theme.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels.	Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.
	Combining movements	Create actions and movements that travel.	Create and develop a variety of actions and movements that travel and change direction and speed.	Explore combining skills such as travelling and jumping, turning on different levels.	Combine skills such as travelling and turning, with some complexity and confidence.	Combine skills with more complexity, confidence and precision.	Combine skills to develop flexibility, strength, technique, control and balance.
	Linking movements	Link 2 movements together to begin a sequence.	Link 2 or more movements together to begin a sequence.	Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link several movements together to form a sequence. Remember the movement order and perform the sequence.	Create more than one sequence of movements and perform the sequences in a specific order.
	Telling a story	Use actions to tell a story.	Create actions to tell a story.	Create movements to tell a story.	Create movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to consistently demonstrate different characters, stories, moods, feelings or ideas in a specific style within one performance.
	Using imagination	Use imagination when creating actions.	Use imagination when creating actions and ideas.	Use creative and expressive ideas.	Express an idea in an original way.	Express ideas in original and imaginative ways.	Create and express imaginative ideas in a specific style.
	Using different stimuli	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.

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Knowledge and Skills Progression in Dance Participation and Encouragement



Progression of Dance Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Enjoying - Participation and Encouragement	Enjoys participating in Dance	Actively participate in dance and enjoy expressing themselves through movement.						
	Encourages others to participate	Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children's age, maturity and personality.						

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Knowledge and Skills Progression in PE KS1

PE Progression of Skills - KS1



		4 - 5 years	5 - 6 years	6 - 7 years
iexercise	Personal Learning Objectives	<ul style="list-style-type: none"> - I know simple effects of exercise and the importance of healthy foods and I know the importance for good health of physical exercise and healthy eating. 	<ul style="list-style-type: none"> - I understand WHY exercise is one important way to keep healthy. - I know some changes that happen to my body when I exercise. 	<ul style="list-style-type: none"> - I understand WHY exercise is important for our bodies and our minds. - I know some changes that happen to my body when I exercise.
	Skill Objectives	<ul style="list-style-type: none"> - To develop core strength to sit on the floor with control and ease for increased periods of time. - To balance momentarily on a combination of body parts. 	<ul style="list-style-type: none"> - To develop and extend balance. - To develop core strength to balance in a seated position and on other parts of the body with control and ease for increased periods of time. 	<ul style="list-style-type: none"> - To develop and extend balance, individually and with others. - To develop core strength to maintain balance on body parts with control in a range of activities.
	Links to Sport	Gymnastics - Core Strength & Balance - static seated balance, static standing balance and dynamic balance.	Gymnastics - Core Strength & Balance - static seated balance, static standing balance and dynamic balance.	Gymnastics - Core Strength & Balance - static seated balance, static standing balance and dynamic balance.
imove	Personal Learning Objectives	<ul style="list-style-type: none"> - I move confidently in a variety of ways, with control and I am aware of my own space. 	<ul style="list-style-type: none"> - I can move with control in a variety of ways. - I can show an awareness of their own space, and that of others. - I can link movements together, when moving in different ways. 	<ul style="list-style-type: none"> - I can move with control in a variety of ways. Show spatial awareness when moving. - I can make sequences by combining movements and rehearse to improve.
	Skill Objectives	<ul style="list-style-type: none"> - To move in a variety of different ways. - To develop spatial awareness by working in their own space bubble. 	<ul style="list-style-type: none"> - To master basic movements including hopping, skipping and hopscotch. - To become increasingly confident and competent when developing and extending their agility skills. - To apply their agility skills in a range of situations. 	<ul style="list-style-type: none"> - To master basic movements including marching, heel-toe walking, galloping, striding, cat leaps, hopping and hopscotch. - To become increasingly confident and competent when developing and extending these agility skills, and apply them in a range of situations. - To develop and extend their balance skills individually and with others. - To become increasingly competent at balancing when still and whilst on the move.
	Links to Sport	Fundamental skills - Footwork patterns and spatial awareness.	Fundamental skills - Footwork patterns and spatial awareness.	Fundamental skills - Footwork patterns and spatial awareness.
ipractise	Personal Learning Objectives	<ul style="list-style-type: none"> - I can follow instructions and engage with activities with some help. - I can be an independent learner, and say when I do or don't need help. - I can try new activities safely. 	<ul style="list-style-type: none"> - I can be an independent learner, asking for help when needed. - I can try again to improve to be 'my best self'. - I know how to be safe when being active. - I can show perseverance and resilience to try to beat 'my best self'. 	<ul style="list-style-type: none"> - I can begin to identify what my Personal Best looks like. - I can show perseverance and resilience and keep practising to improve to be 'my best self'. - I can be an independent learner, recognising when something is hard or easy and taking steps to move my learning on.
	Skill Objectives	<ul style="list-style-type: none"> - To develop travelling movement skills such as running, jumping, hopping, skipping. - To demonstrate strength, balance and coordination when travelling. - To negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> - To become increasingly confident and competent to run with spatial awareness, from different starting positions and at different speeds. - To become increasingly confident and competent to jump for distance and height in varying ways and in different directions. - To begin to engage in competitive activities - compete against myself. 	<ul style="list-style-type: none"> - To become increasingly confident and competent in running and jumping and skipping, in varying ways and in different directions, and apply these skills in dynamic balance activities. - To engage in competitive activities - compete against myself and time.
	Links to Sport	Fundamental skills - Footwork and agility.	Fundamental skills - Running, jumping and landing and skipping.	Fundamental skills - Running, jumping and landing, and skipping.
icommunicate	Personal Learning Objectives	<ul style="list-style-type: none"> - I can talk in a familiar group, offering ideas, taking turns and working co-operatively. - I can ask for help. - I can use recently introduced vocabulary. - I can express my own ideas. 	<ul style="list-style-type: none"> - I can offer ideas, take turns and work co-operatively. - I can use recently introduced vocabulary. - I can praise and motivate others. 	<ul style="list-style-type: none"> - I can independently share ideas, take turns and work co-operatively. - I can listen to other's ideas, and respect different ideas to my own. - I can praise and motivate others to help them to improve.
	Skill Objectives	<ul style="list-style-type: none"> - To develop skills of running, dodging and pivoting. - To develop and refine a range of ball skills: throwing and rolling it to self and a partner. - To develop core strength and balance when being still and whilst moving. 	<ul style="list-style-type: none"> - To develop dodging skills (plant and go), combining spatial awareness and locomotion. - Exploring passing, throwing, catching, rolling, dribbling and controlling the ball with their feet; trapping the ball with the feet; kicking a stationary ball; kicking at different levels and speed and flow. - To develop types of balance to include static balance and counterbalance. - To develop skills and technique for turning and rotation, thinking about their space and body awareness. 	<ul style="list-style-type: none"> - To master basic movements in passing and receiving, throwing and catching, rolling, dribbling and stopping a ball, and develop striking skills. - To become increasingly confident and competent when developing and extending these object control skills. - To develop tactics for attacking and defending.
	Links to Sport	Gymnastics - Static and dynamic balance. Fundamental skills - Agility and balance and object manipulation.	Gymnastics - Dynamic balance and counter balance. Fundamental skills - Agility and footwork and object manipulation.	Fundamental skills - Object manipulation.

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Knowledge and Skills Progression in PE KS1 continued

i create	Personal Learning Objectives	<ul style="list-style-type: none"> - I can create and explore moves based on what I have seen. - I can copy movements and talk about what I like or dislike. - I can offer my own ideas for movements. 	<ul style="list-style-type: none"> - I can explore and create movement activities based on what I have seen. - I can compare movements and talk about what I like or dislike. - I can adapt activities to match a theme or idea. 	<ul style="list-style-type: none"> - I can explore and create movement activities. - I can compare and adapt activities to match a focus intention.
	Skill Objectives	- To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	<ul style="list-style-type: none"> - To develop fundamental movement skills of footwork aiming and striking, and aiming and striking with a racket. - To apply their agility and co-ordination skills in a range of activities. 	To apply Agility, Balance and Co-ordination in a range of activities, and in increasingly challenging situations.
	Links to Sport	Fundamental skills - Object manipulation and control while travelling.	Fundamental skills - Coordination, object manipulation and control.	Fundamental skills - Footwork patterns, coordination, object manipulation and control.
i think	Personal Learning Objectives	<ul style="list-style-type: none"> - I can think about what I can do well. - I can understand and follow simple rules. - I can think of different ways to do something. 	<ul style="list-style-type: none"> - I can say what I can do well and how to improve. - I can understand and follow basic rules. - I can make a change to an activity. 	<ul style="list-style-type: none"> - I can say what I can do well and how to improve. - I can follow basic rules and use tactics in team game situations.
	Skill Objectives	<ul style="list-style-type: none"> - To develop hand-eye coordination with increased confidence when working with equipment. - To develop and refine different ways to control and send a ball with their feet - dribbling skills. 	<ul style="list-style-type: none"> - To master basic movements in balancing, whilst still and on the move. - To become increasingly confident and competent when developing and extending agility skills in dodging, running and galloping, controlling a ball, throwing and aiming. - To apply these skills in competitive and co-operative team games. 	<ul style="list-style-type: none"> - To say what I can do well and how to improve. - To follow basic rules and use tactics in team game situations.
	Links to Sport	Fundamental skills - Object manipulation and control.	Gymnastics - Static and dynamic balance. Fundamental skills - Footwork patterns and object manipulation.	Gymnastics - Static and dynamic balance. Fundamental skills - Agility, reaction and response.

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Knowledge and Skills Progression PE KS2

PE Progression of Skills - KS2



		7 - 8 years	8 - 9 years	9 - 10 years	10 - 11 years
iexercise	Personal Learning Objectives	-I can describe how and why the body changes during exercise and why it's important and to explain how we can look after and maintain a healthy body.	-I can describe how and why the body changes during exercise and why it's important. -I can explain how to look after and maintain a healthy body.	-I can show patience and resilience when reacting to something difficult. -I can explain how often exercise is needed in order to be healthy, and suggest appropriate warm-ups.	-I can explain how to look after and maintain a healthy body, giving good examples. -I can explain how often exercise is needed in order to be healthy, and suggest appropriate warm-ups.
	Skill Objectives	-To understand and practice developing fluid and speedy transitions. -To maintain balance, posture and correct stance while sending and receiving. -To improve hand-eye coordination, timing and balance and improve starting and stopping quickly. -To show balance, coordination and control while moving at pace.	-To develop and practice a range of jumping techniques and combinations of jumps, developing power, control, consistency and controlled landing. -To combine skills to consistently demonstrate flexibility, strength, technique, control and balance.	To develop fast movements including dodging by changing direction and anticipating play. To practice different jumping techniques by practicing and developing their jumping for height and distance.	-To develop catching and passing on the move and while tracking a partner's movements. -To further develop the technique of sending, receiving and positioning. -To consistently demonstrate with accuracy varying movement types e.g. strength, power, flexibility, control. -To combine skills to consistently demonstrate flexibility, strength, technique, control and balance.
	Links to Sport	Strength & Balance - Posture - Agility & Fitness - Equipment tracking and manipulation. Basketball, Volleyball, Handball, Netball, Cricket.	Agility & Fitness - Jumping & Landing - Strength & Balance - Posture. Athletics, Cricket, Gymnastics.	Strength & Balance - Floorwork & Posture. Football, Gymnastics, Bowls, Gymnastics.	Agility & Fitness - Equipment Tracking - Strength & Balance - Posture. Cricket, Rounders, Ultimate Frisbee, Rugby, Tennis, Badminton, Athletics, Squash.
imove	Personal Learning Objectives	-I can describe how and why the body changes during exercise and why it's important. -I can explain how to look after and maintain a healthy body.	-I can choose and use a range of appropriate skills with good control and consistency. -I can perform sequences, holding clear shapes with controlled, repeated movements.	-I can perform a variety of movements, showing consistent control over the core. -I can demonstrate fluid links between actions and sequences.	-I can perform a variety of movements, showing consistent control over the core. -I can demonstrate fluid links between actions and sequences.
	Skill Objectives	-To develop awareness of speed and pace, as well as developing and practicing fluency in running and walking skills. -To develop and practice a range of jumping techniques developing power, control, consistency and how to control landing. -To develop and practice different combinations of jumps, developing fluency and control in putting together jumps.	-To learn and develop evading skills to move away from a defender. -To move effectively with the correct technique, whilst using equipment. -To use controlled footwork patterns to change direction and level.	-To incorporate quick reactions and move into available space in a game situation. -To react and respond by predicting movements and tactics of opposition. -To develop fast movements including dodging by changing direction and anticipating play. -To develop and practice jumping for distance using the whole body to help increase the length of the jump. -To develop and improve coordination and rhythm by exploring different jumping and movement patterns. -To practice different jumping techniques by practicing and developing their jumping for height and distance.	-To develop and improve coordination and balance by exploring different running, jumping and movement patterns. -To practice different jumping techniques by practicing and developing jumping for height and distance. -To demonstrate balance and movement while traversing along a line. -To walk fluidly in a straight line while maintaining balance but varying height. -To traverse along a line while maintaining balance and keeping control of equipment.
	Links to Sport	Agility & Fitness - Reaction & Response - Jumping & Landing. Athletics, Cricket.	Agility & Fitness - Reaction & Response - Coordination - Footwork. Rugby, Football, Gymnastics, Canoeing.	Agility & Fitness - Reaction & Response - Agility & Fitness - Jumping & Landing. Basketball, Netball, Handball, Rugby, Athletics.	Agility & Fitness - Jumping & Landing - Locomotion - Balance on a Line. Athletics, Basketball, Netball, Gymnastics, Dance, Fencing.
ipractice	Personal Learning Objectives	-I can set a PB and try to beat it and I can show perseverance and resilience when trying something new.	-I can explain strengths and limitations, persevering through adversity. -I can provide suitable challenge and improve performance through practise.	-I can show patience and resilience when reacting to something difficult. -I can persevere with set tasks and show improvement through regular practise.	-I can show patience and resilience when reacting to something difficult. -I can persevere with set tasks and show improvement through regular practise.
	Skill Objectives	-To develop how to move correctly holding or in control of equipment. -To develop evading skills to move away from a defender. -To develop building reaction and response, and to introduce pupils to the concept of feeding the ball. -To develop moving into the correct position to return a shot in net/wall games. -To develop hand-eye coordination and introduce the forehand technique to return a ball.	-To understand and practice developing fluency & coordination running with the ball and changing direction. -To show control and balance while practising an unfamiliar skill. -To show awareness of space and control movements while performing a range of skills.	-To develop movement prior to passing to anticipate the opposition strategy. -To develop catching and passing on the move, moving with the ball to create space to pass.	-To react and respond by predicting movements and tactics of opposition. -To develop fast movements including dodging by changing direction and anticipating play. -To increase frequency and speed while sending and receiving equipment. -To further incorporate quick reactions, catching and responses in a game situation.
	Links to Sport	Coordination - Footwork / Strength & Balance - Static Balance - One Leg. Football, Rugby, Tennis, Basketball.	Coordination/Manipulation - Ball Skills - Strength & Balance - Floorwork. Football, Hockey, Basketball, Gymnastics, Netball.	Coordination - Send & Receive - Agility & Fitness - Equipment Tracking. Tennis, Badminton, Squash, Cricket, Handball, Basketball.	Agility & Fitness - Reaction & Response - Coordination - Send & Receive. Football, Rugby, Hockey, Tennis, Basketball, Volleyball, Netball, Cricket, Ultimate Frisbee, Squash.
icomunicate	Personal Learning Objectives	-To support others by listening carefully and offering useful feedback and to demonstrate ideas, encourage others and organise roles.	-I can show patience and help others by listening and giving constructive feedback. -I can use communication to praise others, share ideas and guide groups through tasks.	-I can cooperate and work with others, giving useful feedback. -I can help organise activities and assist small groups through tasks.	-I can cooperate and work with others, giving useful feedback. -I can help organise activities and assist small groups through tasks.
	Skill Objectives	-To develop the technique of Passing and Receiving. -To develop the correct technique for catching and to understand how we bowl/throw to ensure a catch is successful. -To develop the correct technique for passing whilst evading opponents. -To develop combining travelling and turning and counter balance skills, with some complexity and confidence. -To develop expressing an idea in an original way.	-To count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly. -To move in time to the music demonstrating an awareness of rhythm and phrasing. -To develop the correct technique for passing whilst evading opponents at speed.	-To traverse along a line while maintaining balance and keeping control of equipment. -To perform complex moves that combine strength and flexibility. -To link several movements together to perform a sequence.	-To demonstrate control and coordination when manipulating a ball. -To show creative thinking and adaptation to control a ball. -To perform complex moves that combine strength and flexibility. -To link several movements together to perform a sequence. -To further demonstrate balance and movement while manipulating a ball.
	Links to Sport	Coordination - Send & Receive - Strength & Balance - Counter Balance with a Partner. Basketball, Netball, Rugby, Football, Cricket, Rounders, Dance, Gymnastics.	Strength & Balance - Counter Balance with a Partner - Coordination - Send & Receive. Cricket, Dance, Gymnastics, Netball, Basketball, Bowls.	Locomotion - Balance on a Line - Strength & Balance - Counter Balance with a Partner. Gymnastics, Yoga, Rugby, Basketball.	Coordination/Manipulation - Ball Skills - Strength & Balance - Counter Balance with a Partner. Basketball, Football, Netball, Volleyball, Rhythmic Gymnastics, Hockey, Tennis.

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Knowledge and Skills Progression in KS2 continued

i create	Personal Learning Objectives	• I can create new rules and adapted versions of activities and to adapt my movements and tactics to a range of tasks.	• I can compare own movements to others and create new rules for activities. • I can spot the similarities and differences in completion of an activity, compared to a friend.	• I can create rules that work within the confines of an activity. • I can change tactics or rules to make activities more accessible, fun or challenging.	• I can change tactics or rules to make activities more accessible, fun or challenging. • I can develop new rules and sequences that follow a plan.
	Skill Objectives	• To identify space that can be moved into using a range of movements. • To develop different movements, adapting technique to make them successful whilst travelling forwards and sideways. • To develop their ability to design an activity, evaluate their knowledge and understanding of what makes something challenging.	• To show balance and control while travelling over equipment and apparatus. • To show control, dexterity, balance and strength while standing on one leg.	• To develop various passing, manipulation and movement techniques to evade the opposition or to gain an advantage.	• To maintain a tight core while performing actions in a stood or seated position. • To maintain control over balance while shifting body weight. • To maintain stability without straining, keeping good control over movements. • To utilise the maximum amount of space available to improve performance. • To show awareness of surroundings and move efficiently across the floor.
	Links to Sport	Strength & Balance - Floorwork - Locomotion - Balance on a Line. <i>Football, Gymnastics, Climbing.</i>	Locomotion - Balance on a Line - Strength & Balance - One Leg Balance. <i>Football, Gymnastics, Tennis.</i>	Coordination/Manipulation - Ball Skills - Strength & Balance - Seated Balance. <i>Rugby, Handball, Volleyball, Bowls, Gymnastics, Dance.</i>	Strength & Balance - Seated Balance & Floorwork. <i>Volleyball, Cricket, Gymnastics, Dance, Football.</i>
i think	Personal Learning Objectives	• I can order and prioritise instructions, movements and skills while being able to explain their choices, and to recognise similarities and differences in performance and identify areas for improvement.	• I can start prioritising instructions and evaluate own and others' performances. • I can explain what is going well, how to do it, and how to do more than one thing at once.	• I can use tactics to improve performance and evaluate success. • I can use awareness of space and organisational skills to complete a group activity.	• I can use awareness of space and organisational skills to complete a group activity. • I can use tactics to improve performance and evaluate success.
	Skill Objectives	• To perform movements with equipment safely. • To dodge equipment by adjusting my movements and tracking their flight. • To develop fast movements including changing direction. • To be able to work my core by holding my body in a controlled seated balance. • To enhance balance and control while engaging my core. • To maintain control through the core while performing various shapes and movements.	• To multitask activities within a game, track how equipment moves through the air, make adjustments maintaining balance, coordination and movement of equipment.	• To move in a variety of directions to outwit opponents. • To show control, dexterity, balance and strength while standing on one leg.	• To maintain balance on one and two feet while evading an opponent. • To show control, dexterity, balance and strength while standing on one leg. • To use clear footwork patterns to aid evasion from attackers/defenders. • To move in a variety of directions to outwit opponents. • To show quick and light movements by shifting on the balls of the feet.
	Links to Sport	Coordination / Manipulation - Ball Skills - Strength & Balance - Seated Balance. <i>Basketball, Rugby, Handball, Netball, Tennis, Gymnastics.</i>	Agility & Fitness - Equipment Tracking - Strength & Balance - Seated Balance. <i>Rugby, Football, Volleyball, Gymnastics.</i>	Coordination - Footwork - Strength & Balance - One Leg Balance. <i>Football, Rugby, Basketball, Netball, Gymnastics.</i>	Strength & Balance - One Leg Balance - Coordination - Footwork. <i>Football, Rugby, Basketball, Netball, Gymnastics.</i>

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Knowledge and Skills Progression in Gymnastics



Progression of Gymnastic Skills

At the following ages, children should be taught to, and be able to:

Area		4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11
Movement skills	Strength and Flexibility	Make my body tense, relaxed, curled and stretched in different ways.	Make my body tense, relaxed, curled and stretched in different positions including Dish, Arch etc.	Show some control of basic movements.	Work with increasing control and strength and improving Flexibility.	Work with control, strength and fluidity and improving Flexibility.	Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility.	Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility.
	Basic skills	Roll, travel, balance and jump in different ways.	Rolling, travelling, balancing and jumping in different ways with control.	Rolling, travelling, balancing and jumping in specific movements with control.	Rolling, travelling, balancing and jumping in specific movements with increased control and precision.	Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction.	Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction including a range of shapes.	Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes.
	Using equipment	Climb on and off the equipment with support from the teacher.	Climb on the equipment and off it with support in the first instance leading on to being independent.	Climb on and perform movements on equipment safely.	Mount, dismount and perform movements on equipment safely.	Mount, dismount and perform movements on equipment safely with increasing control and balance.	Mount, dismount and perform more complex movements on equipment safely with control and balance.	Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance.
Choreography skills	Sequences	Copy sequences and repeat them.	Plan and show a sequence of movements.	Create a sequence of movements which follow a set of rules.	Create some linking and transition movements to a specific theme.	Combine movements and shapes to create new patterns.	Create more complex and extended sequences.	Link sequences and perform to specific timings.
	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable linking movements for those feelings.	Create linking movements to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music.	Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds in the music.

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills Progression in Gymnastics continued

Team work and reviewing	Working with others	Copy teacher actions and demonstrations in the first instance.	Cooperate with a partner.	Work independently and with a partner to create a sequence.	Work with a partner to create, repeat and improve a sequence.	Adapt sequences to suit different abilities within a partnership.	Work with a partner to create, repeat and improve a sequence with at least three phases.	Combine own work with that of more than one person or team.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Talk about my movements and actions and the movements and actions of others and describe them to other people.	Make a suggestion on how to improve my gymnastics sequence and sequences of others.	Compare and contrast gymnastic sequences, commenting on similarities and differences.	Make suggestions on how to improve my own performance and performances of others.	Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.	Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
	Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.						

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