

### Progress in PE by Year Group (EYFS-KS2)

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| FMS | Skill          | 22 – 36 months | 30 – 50 months | 40 – 60 / ELG                                                                                                                                                                                                     | By the end of Year 1                                                                                                                                                                                                                                                            | By the end of Year 2                                                                                                                                                                            | By the end of Year 3 | By the end of Year 4 | By the end of Year 5 | By the end of Year 6 |
|     |                |                |                |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |                      |                      |                      |                      |
|     | Ready position |                |                |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |                      |                      |                      |                      |
|     | Catch          |                |                | Understands how to track a ball from a basic ready position. Can gather a rolling ball with correct hand positioning, Working towards gathering a bouncing ball.                                                  | Catches larger objects that are sent directly towards the child with correct hand positioning, from a developing ready position. Starting to move feet and gather objects with a cup and cuddle                                                                                 | Catches most objects with a degree of consistency, regardless of whether the throw is directly on target or not. Moves from a good ready position to catch, and returns promptly.               |                      |                      |                      |                      |
|     | Roll           |                |                | Looks towards target, explores stepping towards target from a basic ready position with reminders. Rolls ball in general direction of target.                                                                     | Steps with one foot from ready position and releases the ball on the floor towards the target. Released in correct direction with limited consistency. Growing awareness of applying appropriate power. Returns to a ready position. May require support, prompts or reminders. | Steps with one foot from ready position and releases the ball on the floor towards the target. Released with appropriate power and correct direction consistently. Returns to a ready position. |                      |                      |                      |                      |
|     | Slide          |                |                | Moves from a basic ready position holding the object in one hand. Understands that object needs to travel on the ground. Slides object along ground towards target's general direction. Movement may be in stages | Understands how to hold the object in question correctly. Pulls arm back to slide towards target. Releases towards target. Reminders may be required and movement may be in stages.                                                                                             | Steps from ready position towards target with leading foot consistently. Draws arm and releases. Follows through to target and releases with appropriate accuracy and power.                    |                      |                      |                      |                      |



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|  |                       |  |  | and will require reminders.                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |  |
|  | <b>Underarm Throw</b> |  |  | Holds object in one hand correctly with support. Focus on target and starting to draw arm back. Follows through to release in general direction of the target. Awareness of appropriate power and level of accuracy will be limited.      | Steps towards target from a good ready position with leading foot, with toes pointing towards the target. Holds object/ball in one hand and draws arm back. Brings through in straight line to release towards target. Releases and follows through in line with target. Movement may be in stages and with reduced degree of accuracy. Growing awareness of power required. With reminders, understands that underarm throw is used for accuracy. | Steps towards target from a good ready position with leading foot, with toes pointing towards the target. Holds object/ball in one hand and draws arm back. Brings through in straight line to release towards target. Releases and follows through in line with target. Performed with appropriate power and high degree of accuracy. Selects this throw to throw towards a target automatically.              |  |  |  |  |
|  | <b>Overarm Throw</b>  |  |  | With support, holds beanbag in one hand with support, stands side on to the target and prepares to throw with throwing elbow raised and using other arm as a guide. Technique in stages and will require heavy support for most children, | With reminders and prompts selects overarm throw when throwing for distance. Holds variety of objects with correct hand positioning with support. Moves from ready position to stand side on to the target, prepares to throw with throwing elbow raised and using other arm as a guide. Pulls throwing arm through and rotates shoulder to release. Technique may be in stages/require prompts. Growing awareness of when to use.                 | Selects overarm throw when throwing for distance. Holds variety of objects with correct hand positioning. Moves from ready position to stand side on to the target, prepares to throw with throwing elbow raised and using other arm as a guide. Pulls throwing arm through and rotates shoulder to release. Growing awareness of the transfer of weight and how this affects power. Returns to ready position. |  |  |  |  |
|  | <b>Bounce Pass</b>    |  |  | Holds ball in basic ready position, basic idea of described bounce pass technique. Movement will be in stages and reduced level of fluency. Lack of consistency with regard to                                                            | Stands in a developing ready position and holds basketball/handball with correct hand positioning. Steps in to pass with leading foot (closest to target) and releases from inverted chest position. pushes to release with some tension from the arms. Movement may be staggered and require reminders to ensure correct technique is used. Growing                                                                                               | Stands in a correct ready position and holds basketball/handball with correct hand positioning. Steps in to pass with leading foot (closest to target) and releases from inverted chest position. pushes to release with tension from the arms, considering appropriate bounce and power for the receiver. Returns quickly to ready position.                                                                   |  |  |  |  |



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|  |                   |  |  | bounce, accuracy and power.                                                                                                                                                                       | awareness of power, direction and bounce.                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |
|  | <b>Chest pass</b> |  |  | Holds ball in basic ready position, basic idea of described chest pass technique. Movement will be in stages and reduced level of fluency. Lack of consistency with regard to accuracy and power. | Stands in a developing ready position and holds basketball/handball with correct hand positioning. Steps in to pass with leading foot (closest to target) and releases from inverted chest position. Pushes to release with some tension from the arms. Movement may be staggered and require reminders to ensure correct technique is used. Growing awareness of power and direction.                                                                                   | Stands in a correct ready position and holds basketball/handball with correct hand positioning. Steps in to pass with leading foot (closest to target) and releases from inverted chest position. Pushes to release with tension from the arms, considering appropriate direction and power for the receiver. Returns quickly to ready position. |  |  |  |  |
|  | <b>Kick</b>       |  |  | Understands that a kick is to make contact with the foot, strikes roughly in the correct direction with any part of the foot.                                                                     | Moves from a developing ready position, placing supporting foot next to the ball, with toes pointing towards the target. Kicking foot draws back and strikes through the ball making contact with the ball. Foot follows through to point at target. Returns to ready position. Movement may be performed in stages and reminders necessary. Instep contact may be inconsistent. Growing awareness of power and direction, along with growing awareness of contact area. | Moves from a correct ready position, placing supporting foot next to the ball, with toes pointing towards the target. Kicking foot draws back and opens the instep. Kicking foot strikes through the ball with instep making contact with the ball. Foot follows through to point at target. Returns to ready position.                          |  |  |  |  |
|  | <b>Dribble</b>    |  |  | Keeps eye on the ball from ready position and is learning to keep the ball under control with small touches,                                                                                      | Travels around a specified space or area with a variety of balls (football/basketball/handball etc.). Aiming to keep the ball under control with small touches, using both hands/feet. Changes                                                                                                                                                                                                                                                                           | Travels around a specified space or area with a variety of balls (football/basketball/handball etc.) under control with small touches, using both hands/feet. Changes direction with degree of                                                                                                                                                   |  |  |  |  |



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|  |                       |  |  | before starting to move. Attempts to use both hands/feet with reminders.                                                                                                                                   | direction with developing control. Understands the idea of keeping the ball close and travelling to create space. Control will be limited and travel will be walking speed.                                                                                                                              | fluency and is working towards moving at greater speed. Seeks space with head up and can stop when necessary, keeping the ball under control.                                                                                                                                                                                         |  |  |  |  |
|  | Strike w/o equipment  |  |  | Stand in basic ready position. Understands that to strike means to hit. Attempts to strike the ball away from the ground to self. Growing awareness of control and links to ready position with reminders. | Stands in developing ready position. Strikes a paper ball. Strikes with hands towards the target with developing power, correct direction and degree of control. Returns to ready position in between strikes. Can strike object when delivered straight at them, may struggle when object off target.   | Moves feet into line from correct ready pos. Strikes a paper ball/balloon ball. Strikes with hands towards the target with appropriate power, good direction and control. Returns to ready position in between strikes.                                                                                                               |  |  |  |  |
|  | Strike with equipment |  |  | Growing awareness of how to hold striking equipment with heavy reminders. Can identify target and aims towards. Attempts to strike a stationary ball in the desired direction.                             | Moves from a developing ready position holding a variety of equipment (tennis racket, golf club, hockey stick etc) with correct hand positioning with support or prompts. Aims to target and strikes through the object. Some degree of accuracy. Growing awareness of power through discussion evident. | Moves from a correct ready position, holding a variety of equipment (tennis racket, golf club, hockey stick etc) with correct hand positioning independently. Aims to target and moves feet before striking towards the target. Sends with appropriate power and good degree of accuracy. Strikes both a rolling and stationary ball. |  |  |  |  |





| Invasion games |                     |                |                |               |                      |                      |                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                | Skill               | 22 – 36 months | 30 – 50 months | 40 – 60 / ELG | By the end of Year 1 | By the end of Year 2 | By the end of Year 3                                                                                                                                                                                                                                                                                                         | By the end of Year 4                                                                                                                                                                                                                                                            | By the end of Year 5                                                                                                                                                                                                                                                                                                                                                                                            | By the end of Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                | Dribble Acquisition |                |                |               |                      |                      | Dribbles a variety of objects at varying and appropriate speeds around a specified area and changed direction to find space. Dribble may have some inconsistencies at speed. Can use body to shield the ball from opponents.                                                                                                 | Travels at speed (up to running, but selected appropriately), controlling objects with both hands/feet. Changes direction and speed by pushing off opposite foot for immediate change in direction. Takes appropriate touches for space available.                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                | Dribble Application |                |                |               |                      |                      | Displays a growing awareness of why dribbling should be used; has a growing awareness of when to dribble and when to pass with some prompts. Specific drills used to develop this knowledge. Growing awareness of when to change speed to exploit available space in appropriate space and when to stop and look for a pass. | Identifies required space in which to dribble and attacks space independently. Changes direction and speed dependent on situation. Applies "explosive" change of direction. Understands when dribble has created space for shot/pass. Touch is appropriate for identified space | Understands the theory of using dribbling to create and exploit space for self and others with a degree of depth. Understands the idea of opening and closing of space through ball/self-movement. Through 1vs1 and 2vs1 drill situations, they are developing the ability to apply this knowledge to game situations. Understands and applies concept and isolating and attacking defenders in 1vs1 situation. | Can attack space in a variety of situations (1vs1, 2vs1, 2vs2) to create space for self and others. Understands overloading and overlaps, along with isolating and attacking a man and can use consistent technique to create space progressively in up to and including 2vs2 situations. Understands how to read defenders and can assess options quickly in varying situations. With support, is starting to apply these concepts in larger games. |
|                | Passing Acquisition |                |                |               |                      |                      | Can pass a variety of objects with correct technique for bounce pass, chest pass, football pass and push pass in hockey. Working towards passing to space in front of a moving target. Working towards moving into designated area/into line to receive a pass                                                               | Steps with either foot towards target and performs pass quickly and with correct technique to target. Catches and controls all equipment appropriately and consistently. Moves into line to control consistently and moves to space after pass has been sent.                   |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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|  |                      |  |  |  |  | into space. Developing skill of passing on the move through specific drills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Passes to space consistently and can pass whilst on the move with a degree of fluency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                        |
|  | Passing Application  |  |  |  |  | Moves into space after passing to support the player with the ball in specifically structured drills that require support. Growing awareness of how to create space to support the person with the ball (changing direction and speed off the ball). Understands the need to pass quickly, even if the execution may have inconsistencies when performed at speed.                                                                                                                                                                                                                                                          | Moves into space after passing to support the player with the ball independently in a variety of drills and SSG's. Movement is appropriate direction and speed. Moves quickly to seek appropriate space immediately after passing and understands the need to move the ball quickly. High level of success in moving the ball quickly and moving to acquire speed.                                                                                                                                                                                                     | Passes on the move after identifying and exploiting space quickly. Growing awareness of how to support players with and without the ball as part of 1vs1 and 2vs1 situations. Makes diagonal runs, drop offs and overlaps to support play with structured drills and teacher support. Increases space and makes multiple runs to support players in SSG's with support. Passes progressively to move the ball up the field. | <b>Understands the different variety of runs (diagonal, drop offs, overlaps) that can be applied in 2vs2(+) situations. Understands the needs to pass progressively to create scoring opportunities. Makes multiple runs to support play independently. Starting to apply theory taught to larger game situations.</b> |
|  | Shooting Acquisition |  |  |  |  | Basketball/Netball: Holds ball with one hand with palm facing the basket, knees flexed with eyes on the target. Releases the ball from the fingertips towards the basket and gets ready to retrieve rebound/miss. Football: Places non striking foot next to the ball pointing at the target, draws foot right back with arms out to balance self. Strikes through the middle of the ball with laces and follows through towards the target. Returns to ready position and reacts to shot outcome. Handball: Holds ball in one hand, raises above head high to release from fingertips downwards towards target. Returns to | Basketball/Netball: Holds ball with one hand with palm facing the basket, knees flexed with eyes on the target. Releases the ball from the fingertips towards the basket and gets ready to retrieve rebound/miss. Football: Places non striking foot next to the ball pointing at the target, draws foot right back with arms out to balance self. Strikes through the middle of the ball with laces and follows through towards the target. Returns to ready position and reacts to shot outcome. Handball: Holds ball in one hand, raises above head high to release |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                        |



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|  |                                |  |  |  |  | ready position and reacts to shot outcome. Hockey: Holds stick with correct hand positioning, keeps the ball close to the stick and with knees bent, pushes with appropriate power to desired target. Returns to ready and reacts to shot outcome. Reminders and prompts used to build technical knowledge base. Success of shot may vary, emphasis on technique over success rate. | from fingertips downwards towards target. Returns to ready position and reacts to shot outcome. Hockey: Holds stick with correct hand positioning, keeps the ball close to the stick and with knees bent, pushes with appropriate power to desired target. Returns to ready and reacts to shot outcome.                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                      |
|  | Shooting Application           |  |  |  |  | Growing awareness of when to shoot developing through reminders, discussion and specifically designed drills. Understands that in a good shooting position (close to target, appropriate angle, appropriate space) is crucial and knows when to move towards the goal with support.                                                                                                 | Knows to use specified shooting technique when close to the target and in appropriate space. Aims for a specific area of a goal (corners) and a basket (far side/appropriate area of backboard.) Releases shot quicker to reduce possibility of block. Starting to develop concept of passing to create best shot for the team through discussion and drills. | Links passing and dribbling knowledge to open opportunities for self and teammates and create high percentage shots. Understands the theory of and targets specific areas of the goals that maximise the chance of scoring. Starting to select different types of shot dependent on situation and backs up shooters. Timing of the shot is developing and variety of techniques are having greater levels of success on a fairly consistent basis. Applies theory to 1vs 1 and 2vs1 situations. | Consistently opens the best possible scoring opportunities for self and others by applying strong knowledge of passing and dribbling theory in situations up to and including 2vs2. Consistently applies knowledge of specific target area in game situation to maximise scoring. Independently backs up shooter in game situations and selects the right type of shot consistently. |
|  | Off Ball Defending             |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                     | Closes space by moving towards ball carriers. With support, there is a growing awareness of how to position body to change direction with a runner.                                                                                                                                                                                                           | Gets body ready with side on position with some reminders. Can move laterally to block attackers progressing. Attempts to take ball maybe untimed or unnecessary. Understands that actions without the ball can close space for opponent with ball.                                                                                                                                                                                                                                             | Consistently gets body in a stable side on position and shows opponent a direction that reduces the chances of them scoring. Understands need to slow when closing space and is starting to realise roll in pressing the ball in two vs two situations.                                                                                                                              |
|  | Tactical Awareness (Attacking) |  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                     | Understands that attacking means moving the ball towards the goal. Knows how to move the ball towards the                                                                                                                                                                                                                                                     | Understands the concept of attacking the man in a one vs one situations and attacking space in two vs one situations. Growing awareness of when to use teammates making overlaps, drop offs, diagonal runs                                                                                                                                                                                                                                                                                      | <b>Understands attacking space in a two vs one situation, one vs one situation and a two vs two situation. Reads team mates runs and times pass appropriately for team mate to</b>                                                                                                                                                                                                   |



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|  |                                       |  |  |  |  |  | goal by dribbling/passing. Understands objective of scoring with a shot. Has growing awareness of attacking in one vs one situations.                                                                                                                                                                                    | and overloading a defender. Can read a defender and chooses the correct pass with support. Reads teammates run and is working on timing the pass to the right run in appropriate situation.                                                                                                                                                                                         | <b>receive the ball. Consistently chooses correct time to pass and understands when to dribble. Understands theory of opening space and has a growing awareness of formation in relation to team mates in small sided games. Understands need to pass progressively and effectively, choosing the correct area to attack.</b>                                                                                 |
|  | <b>Tactical Awareness (Defensive)</b> |  |  |  |  |  | Understands concept of protecting a goal by positioning self between attacker and target. Understands basic premise of trying to stop the person with the ball moving towards space without any challenge.                                                                                                               | Knows to press a man when they are near and to cover when team mate is pressing in two versus one situations. Understands the transition between the two and has a growing awareness of crucial space to defend. Communicates defensive strategies to team mate with support.                                                                                                       | Understands concept of press and cover in two versus two situations. transitions between active and covering defender fluently with good body positioning. Shuts off space by communicating practical strategies to others and understands how to counter runs with proactive movement.                                                                                                                       |
|  | <b>Leadership Characteristics</b>     |  |  |  |  |  | Understands the role of a leader and contributes positively and effectively within a lesson, as per leader's guidance. Understands and knows the sporting values and makes positive contributions in relation to these with reminders. With support, children can offer basic advice on how to improve peers' technique. | With support of teachers and stronger peers, can start to lead warm-ups and very small activities for their peers. Displays some of the sporting values consistently, though others may require reminders. Through analysis and discussion, children have a growing awareness of barriers to achievement and can contribute ideas on how to improve some participants' performance. | <b>Can set up and organise SSGs and activities for self and classmates. Speaks respectfully and understands importance of communicating across all activities. Consistently displays all sporting values across a range of situations. Understands the importance of fair play and setting / respecting rules in games. Empathises with peers' barriers to performance and thinks of effective solutions.</b> |



| Gymnastics | Skills              | 22 – 36 months | 30 – 50 months | 40 – 60 / ELG                                                                                                                                                                                                                                       | By the end of Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | By the end of Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | By the end of Year 3                                                                                                                                                                                                                                                                                                                                                                                          | By the end of Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | By the end of Year 5 | By the end of Year 6 |
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|            | Balance Acquisition |                |                | All children have been introduced to most of the basic gymnastic shapes (attached). All shapes will require significant input on body positioning. Body strength and flexibility will be limited, leading to lack of tension and loss of stability. | With reminders, children can perform a selection of gymnastic shapes (attached), having been introduced to all gymnastic shapes. Some shapes may require reminders of positioning of body parts and creating stability through body tension. Strength, flexibility and stability will be at a developing level and will require reminders. Is working towards being able perform a shoulder stand with correct technique (attached) with a developing standard of stability and straightness. | Performs all basic shapes as taught per national strategy. All shapes performed with a high degree of flexibility and stability for 3-5 seconds. Introduced to the concepts of partner balances, some more advanced balances and points and patches to begin to create own balances in isolation. Children can perform balances on certain pieces of relevant equipment, such as benches and small tables. Can perform a shoulder stand with correct technique (attached) with a high standard of stability. | Can recall all gymnastic shapes independently, and has a growing variety of balances, performed at multiple levels, performed with a developing level of stability and body tension. Has been introduced to more advanced balances (examples attached), and can perform these through support. Through support, children are aware of points and patches and balances that are performed at different levels. | Can recall all gymnastic shapes independently, and has a wide variety of gymnastic balances, performed at multiple levels, performed with a high level of stability and body tension (attached examples). Can listen and action feedback from teachers and peers, demonstrating good body awareness, in order to improve balances independently. Children can create balances to specifications, demonstrating an understanding of levels, points and patches. A bank of balances will be able to be recreated on relevant pieces of equipment. Children understand the terms counter balance and counter tension and can work in groups to construct creative partner balances. |                      |                      |
|            | Balance Application |                |                | Children are starting to make the link                                                                                                                                                                                                              | Can recall a few of the basic gymnastic shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                | Can recall most of the balancing                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Can recall and perform a growing bank of both shapes                                                                                                                                                                                                                                                                                                                                                          | Has a large bank of balances, performed with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |                      |



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|  |  |  |  | <p>between balance and stillness through play, teacher input and consistent reminders. Can take specifically structured adult feedback on board in order to improve performance of balances. Children may not be able to make any of these alterations independently. Children will attempt to stay still in a balance for 3-5 seconds.</p> | <p>independently and performs to a developing standard without prompts on body positioning. Begins to understand the concepts of body tension, and achieving this through the contraction of muscles, leading to performing at an excellent standard. Is starting to take on board feedback from teachers/stronger peers and begins to act on this by altering body tension/positioning where applicable. With support, children are starting to build specific transitions between rolls and shapes, through teacher input.</p> | <p>shapes independently, able to perform these in sequence and isolation to a high standard of body tension. Understands that balances are to be performed to a high level of stability through the contraction of muscles. Can explain what their own/partners body parts are doing throughout a variety of balances. Self-analyses and uses their knowledge of balances to compare their work to teachers, peers and other high-level exemplars to improve their own/peers' performance. Is beginning to figure out practical and relevant transitions between balances and other rolls. Children can perform balances on certain pieces of relevant equipment, such as</p> | <p>and more advanced balances (attached). A growing awareness of creating stability through body tension will be evident throughout performance of elements in isolation and sequencing. Can analyse self and peers with prompts, to deliver relevant feedback on balances, explaining the parts of the body that contribute towards the balance and their function. Is developing conscious links between elements and balances, understanding what makes a good linking transition to and from a balance. Understands that balances performed on different levels need to be performed with balances of a certain level.</p> | <p>correct technique at various levels, to draw from to include in independently invented sequences. Elements will have good body tension throughout, leading to high degrees of stability in balances in sequence and isolation. Able to deliver specific feedback to peers whilst watching elements in practice without prompts, to improve partners performances. Can take on feedback from others, to improve their own work. Developing a wider range of links that they have developed, enabling them to link balances to relevant elements at the correct level in created sequences.</p> |  |  |
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|  |                                  |  |  |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                           | benches and small tables.                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|  | <b>Roll/rotation Acquisition</b> |  |  | Has been introduced to some of the rolls present in the KS1 list. Understands that rolls require the body to rotate in some form. Body tension may be lacking throughout rolls but they can be imitated to some degree in isolation. Reminders and demonstrations will be needed for the children to be able to perform these rolls. | Child has been introduced to all, and can recall and perform some of the rolls in the KS1 list (attached) to a developing degree of body tension, momentum and flexibility, during these rolls that will result in a lack of quality and/or consistency. Reminders, prompts and demonstrations may be needed for the children to recall technical points. | Will be able to perform most of the rolls on the KS1 list (attached) with correct technique, both in isolation and in given sequences, including the Key Steps 1 floor sequence (attached). Children will perform with a good standard of body tension and with enough momentum to complete the roll. Can take on feedback from peers and teachers to improve the technique on rolls, including smaller corrections on techniques. | Can perform log, egg, rock and roll, forward roll and teddy bear rolls in isolation with correct technique (attached). Child has developed a high level of body tension, control and awareness of positioning throughout isolated elements. Children working towards performing a backwards roll to a developing level, from a rock and roll base (attached). Through teaching and support, they are developing different varieties of appropriate rolls, such as forward straddle rolls, in preparation to link to other gymnastic elements. Can link relevant rolls to standing, without the use of hands. | In isolation, all taught rolls (attached) can be performed to a high standard, considering body position, tension and control. Rolls will be performed with correct technique with minimal peer feedback. Children will independently consider body control and tension throughout rolls consistently. Backwards rolls are performed with correct technique - from crouch or a rock and roll base, rolling to knees with legs together. Has a bank of rolls available to them to link to standing, and a bank of rolls available to sitting, in preparation to include in sequences. |  |  |
|  | <b>Roll/rotation Application</b> |  |  | Is beginning to take on feedback from teachers/strong peers about how to improve technique and with step-by-step instruction, can begin to improve performance. Can imitate rolls as a part of short, basic, teacher set sequences with support.                                                                                     | Can recall some of the rolls in discussion and work with stronger peers. Can make basic links between rolls and some other elements, such as basic shapes (E.G - teddy bear into straddle) and with other links being worked on in groups and explained through teaching input. Can take on board                                                         | Can recall and perform most rolls from the KS1 list, without technical reminders, identifying contributing body parts' functions throughout the roll. Understands the need for momentum along with tension                                                                                                                                                                                                                         | Is developing a sense of self analysis and peer feedback to determine the rolls they can perform to a high standard. Uses this selection of rolls in simple, created sequences/small transition exercises with adult support and pre-taught/supported transitions. Is beginning to develop independent self-analysis techniques, leading to delivery of                                                                                                                                                                                                                                                      | Has a growing selection of rolls that they can choose to build independent sequences of growing length and difficulty with some support, using a combination of taught, supported and independently constructed transitions. Has the ability to analyse their own performance along with the performance of others to deliver specific feedback on rolls in both isolation and sequences, leading to progress.                                                                                                                                                                       |  |  |



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|  |                           |  |  |                                                                                                                                                                                                                                                                                     | delivered feedback from others to develop body awareness, control and tension throughout rolls to improve quality of work. Can imitate short teacher set sequences including rolls, transitioning between rolls and other elements.                                                                                                                                                                                                                                                             | through muscle contraction when performing rolls in isolation and in given sequences. Children are starting to develop links between rolls and simple balances independently, and less obvious links are developed through support.                                                                                                                                                                              | feedback to improve the quality of rolls in isolation and sequences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |
|  | <b>Travel Acquisition</b> |  |  | Through play, children will learn a wide variety of relevant travels, working at different levels. Children will require heavy structure and input to correctly perform these movements in games. Independence in these movements will progress steadily to become more autonomous. | Has a developing bank of FMS based travels, working at different levels and speeds, that can be performed independently. Slight inconsistencies in correct technique may be apparent, requiring specific reminders to correct. Has a developing knowledge of body awareness and tension (where relevant) with known travels to control their body and use tension where possible. Through support, can perform "gymnastic steps" (attached) in certain situations, using a developing knowledge | Has a widening variety of FMS based travels that can all be performed independently. All movement techniques known will be performed with correct technique at varying levels, speeds and directions. Has a good awareness of space, body control and tension (where applicable) to improve techniques in each movement. Can perform "gymnastic steps" with body tension and control, pointing toes and reaching | Has a variety of travels that can be performed autonomously and independently. All movements are performed with consistently correct technique and the child has knowledge of travels that can be performed at different levels, speeds and directions. Can perform "gymnastic steps" with body tension and control, pointing toes and reaching to travel with high level of stability, achieved consistently in different directions. Can travel at a variety of levels, speed and directions on relevant pieces of equipment, such as benches and beams, maintaining balance throughout. | Autonomously performs a wide range of travels across different levels, directions and speeds with consistently correct technique. Children can identify the speeds and directions appropriate in tasks, and move accordingly. Can identify movements that are relevant in certain situations, such as warmups, and correct techniques of self and others without prompts. Can perform "gymnastic steps" with body tension and control, pointing toes and reaching to travel with high level of stability, achieved consistently in different directions. Can travel at a variety of levels, speed and directions on relevant pieces of equipment, such as benches and beams, maintaining balance consistently throughout. |  |  |



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|  |                           |  |  |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | to travel with high level of stability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
|  | <b>Travel Application</b> |  |  | Can copy (shadowing) a partner's movements, although these movements will still have inconsistencies. Children can select different movements in free play and travelling activities. Children can imitate travels from a teacher set sequence and can action on basic feedback to improve certain travels. | Through teacher input and peer support, such as given sequences, children can imitate travels in situation, whilst beginning to understand how to transition between travels and other gymnastic elements. With support, will start to understand the difference in travelling at different levels and the relevance of travelling at different speeds for a given situation. Children will be able to select balances they identify with different levels (E.G - Caterpillar walks at a low level). Can shadow a partners movements effectively, with a growing awareness of body control. | Is beginning to identify, through support, travels that are relevant in gymnastic sequences and activities. Child will begin to implement these in small innovated sequences with some support, identifying relevant transition to other gymnastic elements through discussion. Understands travelling at different heights, having a bank of travels they can select to work at all levels. Can vary the speed of movements to fit the task appropriately with reminders. Can mirror and shadow others, with a developing ability to give partners feedback through self and peer analysis. | Through support, children are starting to begin to select movements that are relevant for invented sequences. Reminders and taught transitions will be used to support learners to identify relevant travels in innovated and created sequences to a specification. Through support, children are beginning to apply knowledge of travels performed, to link travels at all levels to different gymnastic elements, such as rolls and balances. Can select relevant travels, performed at a relevant speed on benches and beams. Can mirror and shadow a partner effectively through travel. Is developing ability in which they can analyse self and partners travels in a variety of contexts | Children have a bank of travels that are at a variety of levels, with relevant transitions between elements that they can use in independently created sequences. Some transitions may require reminders when performing in sequence, regarding relevance of chosen travels. Children are beginning to apply knowledge of travels performed, to link travels at all levels to different gymnastic elements, such as rolls and balances. Can select relevant travels, performed at a relevant speed on benches and beams. Can mirror and shadow a partner effectively through travel. Can self-analyse to give effective feedback on the presentation of theirs and others travels, across a variety of contexts. |  |  |



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|  | <b>Flight Acquisition</b> |  |  | <p>Child taught and supported to leave the floor with both 1 and 2 feet, landing with knees bent. Both take-off and landing will be inconsistent in technique, leading to lack of balance throughout the jump. Child introduced to basic shape jumps, that can be performed on mats and from benches.</p> | <p>Can perform basic jumps (such as star and straight stretch) to a developing standard. Knows how to take off from one and 2 feet, landing with knees bent. Take off, performance and landing will require reminders and support to reduce technique inconsistencies. Take off will be developed to incorporate propelling self-using arms. Jumps performed may be lacking body tension and landing will be inconsistent from both equipment and on the floor.</p> | <p>Can perform a growing bank of shape jumps (from attached examples) to high standards, with good body tension. Can take off from both 1 and 2 feet to land with both feet inline and knees bent to reduce wobbling and stumbling on landing. These can be performed confidently from both the floor and from small pieces of equipment such as benches and small tables. Children can use body tension to control body, throughout the entirety of the jump.</p> | <p>Can take off effectively from 1 or 2 feet, to perform a variety of gymnastic shape jumps effectively, with good body positioning and control. Can land their jumps with feet in line consistently, whilst bending their knees to land with balance and stability. Stumbling and wobbling may be present on some jumps, and some contexts when jumping from equipment. Can perform a hurdle step (attach) through taught content, to jump from springboards and perform jumps with correct technique through the air and in landing. Children can maintain body control and tension throughout their performed jumps. Through taught teaching, understands the differences between a leap and a jump.</p> | <p>Children can independently perform a variety of jumps, including more advanced jumps (attached) through taught content. Basic jumps and shape jumps will have a high level of body control and stability in landing. More advanced jumps will have a developing level of body control, tension and positioning. All jumps are consistently landed with correct technique (feet in line and knees flexed) with a high degree of stability and balance. Children can perform the hurdle step, with reminders, to take off from springboards effectively, maintaining correct jumping technique with high levels of body tension through the air and whilst landing. Children can use the hurdle step to perform a variety of vaults (attached). Children understand the difference between leaps and jumps, performing both in isolation and supported innovated sequences.</p> |  |  |
|  | <b>Flight application</b> |  |  | <p>Children can work with support from strong peers and adults to take on the initial stages of technique feedback, putting it into action through repetition on flight elements, including take-off and landing. With support,</p>                                                                       | <p>Understands the terms flight, jump and leap as elements that leave the floor. Leaves the floor and pieces of equipment, such as benches, without fear. Can incorporate jumps into given sequences with support, taking on specific feedback</p>                                                                                                                                                                                                                  | <p>Can incorporate jumps into given sequences and is beginning to innovate own ideas. Children are beginning to analyse self and others techniques throughout jumps made in</p>                                                                                                                                                                                                                                                                                    | <p>Child is starting to incorporate a selection of basic jumps that they can perform to a self-analysed high standard, into set sequences and from various pieces of relevant equipment. Child is beginning to independently analyse and feedback to others, in order to improve performance, making links to body</p>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Child has a bank of taught leaps and jumps that they can perform independently, working towards a high level of body tension and awareness. Child can analyse own and others performance at a basic level, particularly focussing on take-off and landing, making links to body tension and positioning throughout to maintain balance. Can present their chosen</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |



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|  |                              |  |  | children can perform jumps in simple given sequences. | to a developing feedback. | isolation. Through listening to lesson objectives, can pass on accurate feedback to improve performance, making alterations to technique and performance by using body tension. Can begin to link jumps to other gymnastic elements in sequence and select jumps that they know they can perform to a high standard.                              | positioning and tension throughout jumps in isolation and sequence. Is beginning to understand how to present jumps in sequence, including making links to relevant movements to set up jumps and subsequent transitions.                                                                                                                                                                       | jumps in innovated and created sequences throughout the unit, understanding the relevant transitions between elements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | <b>Inversion acquisition</b> |  |  |                                                       |                           | Children are working towards performing a shoulder stand through support and teaching. Can roll backwards to shoulders and begin to raise legs towards the ceiling. A lack of body tension and awareness will be present in the movement. Small incremental changes developed over time. Can attempt taught activities such as frog balances that | Children can perform a shoulder stand, using elbows to support their body (Attached) to a high standard (toes pointed and legs straight towards the ceiling), attempts to push hips through and maintain core strength to become straight. Children will have been introduced to activities that lead towards being able to perform headstands and handstands (attached) such as frog balances. | Children can perform a shoulder stand with correct technique, using their elbows to support if necessary. High degrees of body tension and awareness will enable children to have a strong, straight and definite shape throughout the balance. Children will actively engage in development activities leading towards headstands, such as frog balances, and attempt a correctly performed headstand through teaching. Children will attempt activities that are structured to develop techniques to perform handstands, such as building kick up techniques (attached) and kick overs to develop cartwheel technique. | Children can perform a shoulder stand with correct technique, using their elbows to support if necessary. High degrees of body tension and awareness will enable children to have a strong, straight and definite shape throughout the balance. Children will actively engage in development activities leading towards headstands, such as frog balances, and attempt a correctly performed headstand through teaching. Children will attempt activities that are structured to develop techniques to perform handstands, such as building kick up techniques (attached) and kick overs to develop cartwheel technique. | Children can perform a shoulder stand, without the support of the arms, with high degrees of body tension and awareness to enable children to have a strong, straight and definite shape throughout the balance. Children will be working towards and/or performing handstands, headstands and cartwheels with a degree of confidence and independence. Through taught input, children will continue to develop a higher angle, and maintain good body tension throughout inversion elements. |



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|  |                              |  |  |                                                                                 |                                                                                          | work towards headstands, again exploring developmental movements, without body control and tension.                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Inversion application</b> |  |  |                                                                                 |                                                                                          | Children understand that inversion is any gymnastic element that requires them to be upside down. Children are starting to understand that some inversion elements shown are linked to low elements and some from standing. Children can see from good examples shown by peers and adults how a shoulder stand should look and can model the process. Can attempt shoulder stands in given sequences and with taught transitions. | Children understand that inversion is any gymnastic element that requires them to be upside down. Children understand that some inversion elements shown are linked to low elements and some from standing. Children are beginning to analyse shoulder stands/headstands of peers and give basic feedback on how these can be improved to make progress. Children attempt to incorporate shoulder stands in sequences, using a high level of body tension, and can link them to other gymnastic elements in set activities requiring transition. | Children understand that inversion is any gymnastic element that requires them to be upside down. Children understand that some inversion elements shown are linked to low elements and some from standing. Children can analyse shoulder stands/headstands of peers and give specific feedback on how these can be improved to make progress. Children can perform different varieties of shoulder stands, such as split legs and stag stands, and incorporate these in the first instances of created sequences. | Children understand that inversion is any gymnastic element that requires them to be upside down. Children understand that some inversion elements shown are linked to low elements and some from standing. Children can analyse shoulder stands/headstands of peers and give specific feedback on how these can be improved to make progress. Children can perform different varieties of shoulder stands, such as split legs and stag stands, and incorporate these in the first instances of created sequences. | Children understand that inversion is any gymnastic element that requires them to be upside down. Children have a good understanding of inversion elements linking to different levels, leading to cohesive sequences/sequence activities being produced. Children can assess the work of their partners, delivering accurate feedback consistently to improve others performance of inversion elements. Children will independently create and alter inversion elements, producing split leg inversions for example, which will be present in sequences. |
|  | <b>Sequencing</b>            |  |  | Children are aware of rolling, balancing and travelling, and through discussion | Can watch and replicate simple sequences, set by teachers, with prompts, visual aids and | Can take a given sequence and use a bank of developing knowledge to                                                                                                                                                                                                                                                                                                                                                               | Children can replicate given sequences - of known elements - to a high standard, with high levels of body tension and correct                                                                                                                                                                                                                                                                                                                                                                                                                    | Children can replicate more complex given sequences effectively - performed with correct technique - with a high degree of body tension                                                                                                                                                                                                                                                                                                                                                                            | Children can replicate complex given sequences effectively - performed with correct technique - with a high degree of body tension and control                                                                                                                                                                                                                                                                                                                                                                     | Children can replicate complex given sequences effectively - performed with correct technique - with a high degree of body tension and control throughout all movements. Children will also be able to not only innovate,                                                                                                                                                                                                                                                                                                                                 |



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|  |                                     |  |  | starting to tell the difference between these different elements. Using known elements, children can start to replicate short, simple sequences set by a teacher.                                                                                                                                       | reminders from adults and stronger peers. Can perform the key steps 1 sequences with reminders. Elements within sequences will have development needs technical improvement, body tension and remembering sequences through repetition.                                                                                                                                                        | be able to innovate and alter short, simple sequences collaboratively. Can independently recall and perform the key steps one sequence to a high level.                                                                                                                                                          | technique throughout. Child can use their bank of knowledge to innovate simple, short sequences such as changing balances and rolls that they know. Through teaching and support, children are beginning to link moves using relevant transitions, embedding knowledge of how to link moves. Taught activities will be work on specific, relevant transitions that will be performed independently by the child. Child is starting to understand that sequences are performed with strength, balance and flexibility, which in turn is performed at a relevant speed. | and control throughout all movements. Child can use their developing bank of knowledge to incorporate their own movements into innovated sequences, relying on partner support and feedback to construct sequences that flow and link effectively. Children will work on developing links to different movements through independent and partner work (for example, being given a start and end point, or concise list of elements to incorporate) before feeding this back in performance. Child understands that sequences are performed with strength, balance, and flexibility, which in turn is performed at a relevant variety of speeds. | throughout all movements. Children will also be able to not only innovate, but create their own sequences from scratch, using the wide bank of knowledge that they have acquired, showing awareness of their strengths and weaknesses when incorporating elements into sequences. Children will have developed links to different movements through independent and partner work (for example, being given a start and end point, or short list of elements to incorporate) before feeding this back in performance. Child understands that sequences are performed with strength, balance and flexibility, which in turn is performed at a relevant variety of speeds. This will be achieved consistently. | but create their own sequences from a given brief, using the wide bank of knowledge that they have acquired, showing awareness of their strengths and weaknesses when incorporating elements into sequences. Children will have developed links to different movements through independent and partner work (for example, being given a start and end point, or short list of elements to incorporate) before feeding this back in performance. Child understands that sequences are performed with strength, balance and flexibility, which in turn is performed at a relevant variety of speeds. This will be achieved consistently.                                                                                                                                                                                 |
|  | <b>Performance and presentation</b> |  |  | Through consistent and specific feedback from adults/strong peers - children can start to make slight improvements on body positioning and tension in performance of certain gymnastic elements. Children have been introduced how to present their work and are beginning to develop the confidence of | Knows how to present their work as a gymnast (attached) although this may require reminders to be achieved consistently. Understands that presenting their work is different to practice and is developing more confidence to show their work. Children have a growing awareness through teaching of how body tension affects performance, although this will be inconsistent throughout given | Can present and perform their work as a gymnast (attached) and actively volunteers to present both individual elements and sequences to the class, understanding that this is different to practice. Children have a good awareness of maintaining body tension throughout their work. Takes on peer and teacher | Children actively volunteer to present their work as a gymnast with both individual elements that are being worked on, along with innovated and independent sequences, whilst understanding the difference between performing and presenting. Children understand through teaching, feedback and stronger examples that flow, tension and body positioning contribute to effective and aesthetic performance. Children can support their partner through                                                                                                              | Children actively volunteer to present their work as a gymnast with both individual elements that are being worked on, along with innovated and independent sequences, whilst understanding the difference between performing and presenting. Children understand that flow, tension and body positioning contribute to effective and aesthetic performance. Children independently support their peers through elements, transitions and longer sequences, offering relevant and performance-specific feedback to improve presentation, flow and small technical                                                                               | Children actively volunteer to present their work as a gymnast with both individual elements that are being worked on, along with innovated and independent sequences, whilst understanding the difference between performing and presenting. Children understand that flow, tension and body positioning contribute to effective and aesthetic performance. Children independently support their peers through elements, transitions and longer sequences, offering relevant and performance-specific feedback to improve presentation, flow and small technical                                                                                                                                           | Children actively and consistently volunteer to present their work as a gymnast with both individual elements that are being worked on, along with innovated and independent sequences, whilst understanding the difference between performing and presenting. Children understand the appropriate speed needed and that variety in speeds positively effects the flow of a sequence. Children understand that flow, tension and body positioning contribute to aesthetic performance. Children consistently offer specific and relevant feedback throughout elements, transitions and sequences, to improve performance in self and others. Children have a good understanding of how to correct small imperfections through support and self-analysis to correct these and perform sequences with a degree of flair. |

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|  |  |  |  | showing their work to others. | sequences. Is developing the confidence to demonstrate and perform in front of the class and groups, with support and can take on feedback from peers in order to improve body tension and control throughout moves in isolation. | feedback in order to improve the quality of performance. Is beginning to develop the skills to analyse others performances, giving relevant feedback with support. | familiar elements and transitions by assessing their partner's work and offering performance-specific feedback to improve elements and sections of sequences. | inaccuracies throughout performance. | inaccuracies throughout performance. |  |
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[illegible]

[illegible][illegible]

| Dance | Skill                    | 22 – 36 months | 30 – 50 months | 40 – 60 / ELG                                                                                                         | By the end of Year 1                                                                                    | By the end of Year 2                                                                                                                | By the end of Year 3                                                                                                                                                          | By the end of Year 4                                                                                                                                                                              | By the end of Year 5                                                                                                                                                                                            | By the end of Year 6                                                                                                                                                                                                                         |
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|       | Control and coordination |                |                | Work towards control and co-ordination in large and small movements.                                                  | Demonstrate some control in a variety of movements                                                      | Demonstrate control over movements and show good co-ordination.                                                                     | Work towards precision of movement and co-ordination on given movements in session                                                                                            | Demonstrate precision of movement and co-ordination in a variety of movements, varying in size and speed.                                                                                         | Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc within one performance.                                                                           | Children can demonstrate the ability to mimic large and small dance movements from resources, along with using inspiration to begin to develop their own original, relevant movements to fit a dance genre.                                  |
|       | 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. Start to count out the phrases of 8 counts within the music on the regular beat correctly. | Move in time to the music confidently using varying types of accompaniment. Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. | Move in time to the music demonstrating an awareness of rhythm and phrasing. Children count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly. | "Move in time to the music demonstrating confidence with rhythm and phrasing. Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly. " | Can identify a regular beat(8 beats per bar) a slow beat(4 beats per bar) along with a quick beat (16 beats per bar) Children can also identify "the big 1" (first beat in the next block (4 bars of music) when the music normally changes. |
|       | 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.                                        | Confidently expresses opinion on music, links it to real world experiences to identify genre. Begins to think of original movements and ideas to fit this genre in groups.                                                                   |
|       | Creating movements       |                |                | Create actions and movements around a given story or theme.                                                           | Create and develop actions and movements around a given story                                           | Copy, repeat and create some movement skills to include:                                                                            | Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using                                                                      | Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and                                                                                       | Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes                                                                                           | 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.                  |



|  |                                |  |  |                                                                |                                                                                                   |                                                                                                             |                                                                                                               |                                                                                                                                      |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                             |
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|  |                                |  |  |                                                                | or theme, with help from peers and teachers                                                       | travelling, turning, jumping, balance and levels.                                                           | different planes of movement.                                                                                 | using different planes of movement.                                                                                                  | of movement within a specific style.                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <b>Combining movements</b>     |  |  | 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.                                                                                                                       | Through discussion and group work, children can select and think of movements that travel to put into dances. Movements will be definite and well performed, linking to the chosen genre and created movements                                                                                                                                                                              |
|  | <b>Linking movements</b>       |  |  | Link 2 movements together to begin a sequence.                 | Link 2 or more imitated 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, logical order.                                                                                                     | " Children will join given and created moves together and sequence movements, both large and small, into a logical sequence that flows and connects together. Combine skills to consistently demonstrate flexibility, strength, technique, control and balance. "                                                                                                                           |
|  | <b>Telling a story</b>         |  |  | Use actions to tell a story.                                   | Create actions to tell a story from a piece of given music                                        | Create movements to tell a story with support                                                               | Create movements to communicate a character, story, mood, feeling or idea with support from explicit teaching | Create and develop movements to communicate a character, story, mood, feeling or idea.                                               | Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style.                                                                                             | "Selects and performs actions and movements that are relevant to the chosen genre. Actions will be mimicked or inspired by teacher given stimuli. These actions will tell stories where applicable, and accentuate the genre in question. Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance. " |
|  | <b>Using imagination</b>       |  |  | Use imagination when creating actions.                         | To begin to use imagination when creating actions and ideas, from given stimuli                   | Use creative and expressive ideas supported by teachers and peers                                           | Express an idea in an original way. This will be supported by stimulus and taught input.                      | "Children can express ideas in original and imaginative ways. This may have to be taught through a stimulus such as video or story " | Create and express imaginative ideas in a specific style.                                                                                                                                              | To use imagination and stimuli from teaching materials, to invent and perform imaginative movements that fit the genre in question                                                                                                                                                                                                                                                          |
|  | <b>Using different stimuli</b> |  |  | Using music, videos, stories, and pictures to stimulate ideas. | Using music, videos, stories, and pictures to stimulate ideas.                                    | Using music, videos, stories, and pictures to stimulate ideas.                                              | Children will rely on video, photo, flashcards and stories to stimulate ideas                                 | Children are beginning to learn through more creative ways to stimulate ideas including poetry, art, history, science etc.           | Can identify given movements and ideas from stimuli such as video's, tutorials, pictures and music to gain ideas for imaginative movements that fit genre. Using more creative ways to stimulate ideas | "Can identify given movements and ideas from stimuli such as video's, tutorials, pictures and music to gain ideas for imaginative movements that fit genre. Children will use more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment. "                                                                                            |



|  |                                         |  |  |                                                                                                                          |                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                            |
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|  |                                         |  |  |                                                                                                                          |                                                                                                                                            |                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          | including poetry, art, history, science and using different accompaniment.                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                            |
|  | Working with others                     |  |  | Move confidently in a range of ways, safely negotiating space                                                            | Work individually and with a partner - solo and duet. Children discuss given ideas and 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. Children will work in small groups with teacher support to attempt synchronicity                                                                                         | Children can work with a partner to create dance sequences with good synchronicity without teacher support. Children can also work in larger groups with teacher support to achieve synchronicity.                                       | Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.                                                                                                                                                                       | Children demonstrate the ability to work with one another in small groups. Children can discuss the lesson content, discuss and listen to ideas and decide on relevant movements to fit the chosen genre of music.                                                                         |
|  | Formations                              |  |  | Work individually as a solo.                                                                                             | Work with a partner or small group to copy a formation for the movements.                                                                  | Work with a partner or small group to copy or create formations for the movements.                                                                         | Work co-operatively with a group to begin to sequence including start and end positions and changing formations.                                                                                                                                                                  | Children can 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. Children will fluently incorporate canons and unison in work from a specified brief.                                                                                     | Children understand the importance of synchronicity throughout a performance, identifying opportunities to start and finish in strong, defined formations. Transitions between formations will be fluent and logical within sequence.                                                      |
|  | Reviewing and assessing self and others |  |  | I can talk about the movements and actions and describe them to other people.                                            | Suggests on how to improve own performance through questioning and feedback                                                                | Suggests on how to improve own performance and performances of others through questioning in feedback time                                                 | I can make some suggestions on how to improve my performance and performances of others.                                                                                                                                                                                          | "Children can make suggestions on how to improve performance and performances of others using correct dance terminology."                                                                                                                | I can make suggestions on how to improve my performance and performances of others using correct dance terminology.                                                                                                                                                                              | Children can make suggestions on how to improve own performance and performances of others using correct dance terminology. feedback will be constructive, relevant and linked to learning objective.                                                                                      |
|  | Participation and learning behaviours   |  |  | Shows a degree of enthusiasm for the content taught in dance, Children respect adults and peers and persevere with tasks | Shows a degree of enthusiasm for the content taught in dance, along with taking on teacher feedback. Children respect one another and show | Children show enthusiasm and a developing awareness of the importance of participation. Children listen to peers and teachers, taking on board feedback to | Children are developing a level of willingness and confidence to work with others to create dance routine and sequence. Children listen to and discuss each other's ideas in pairs and very small groups, before collaborating with some adult support to put these into practice | Children display a level of willingness and confidence to work with others to create dance routine and sequence. Children listen to and discuss each other's ideas, before collaborating to put these into practice.                     | Participates in a group willingly, sharing ideas through developing communication. Children are engaged in the activities consistently at all times, leading to all group members making progress within lesson. All six Olympic values reflected in performance and participation consistently. | Participates in a group willingly, sharing ideas through good communication. Children are engaged in the activities consistently at all times, leading to all group members making progress within lesson. All six Olympic values reflected in performance and participation consistently. |



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|  |  |  |  |  | awareness<br>of space. | improve<br>performance |  |  |  |  |
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