

# North Marston CE School PE Progression Grids

## Dance Progression Grid



|  | Health and Fitness  |  |   |  |  |  |   |
|---|---|--|---|--|--|--|---|
|   | Reception   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|   | Describe how the body feels when still and when exercising.   | Describe how the body feels before, during and after exercise.<br>Carry and place equipment safely.  | Recognise and describe how the body feels during and after different physical activities.<br>Explain what they need to stay healthy.  | Recognise and describe the effects of exercise on the body.<br>Know the importance of strength and flexibility for physical activity.<br>Explain why it is important to warm up and cool down.   | Describe how the body reacts at different times and how this affects performance.<br>Explain why exercise is good for your health.<br>Know some reasons for warming up and cooling down.   | Know and understand the reasons for warming up and cooling down.<br>Explain some safety principles when preparing for and during exercise.   | Understand the importance of warming up and cooling down.<br>Carry out warm-ups and cool-downs safely and effectively.<br>Understand why exercise is good for health, fitness and wellbeing.<br>Know ways they can become healthier.  |
| Dance Skills  |   |  |   |  |  |  |   |
|   | Join a range of different movements together.<br>Change the speed of their actions.<br>Change the style of their movements.<br>Create a short movement phrase which demonstrates their own ideas. | Copy and repeat actions.<br>Put a sequence of actions together to create a motif.<br>Vary the speed of their actions.<br>Use simple choreographic devices such as unison, canon and mirroring.<br>Begin to improvise independently to create a simple dance. | Copy, remember and repeat actions.<br>Create a short motif inspired by a stimulus.<br>Change the speed and level of their actions.<br>Use simple choreographic devices such as unison, canon and mirroring. | Begin to improvise with a partner to create a simple dance.<br>Create motifs from different stimuli.<br>Begin to compare and adapt movements and motifs to create a larger sequence.<br>Use simple dance vocabulary to compare and improve work. | Identify and repeat the movement patterns and actions of a chosen dance style.<br>Compose a dance that reflects the chosen dance style.<br>Confidently improvise with a partner or on their own.<br>Compose longer dance sequences in a small group. | Identify and repeat the movement patterns and actions of a chosen dance style.<br>Compose individual, partner and group dances that reflect the chosen dance style.<br>Show a change of pace and timing in their movements.<br>Develop an awareness of their use of space. | Identify and repeat the movement patterns and actions of a chosen dance style.<br>Compose individual, partner and group dances that reflect the chosen dance style.<br>Use dramatic expression in dance movements and motifs.<br>Perform with confidence, using a range of movement patterns. |

| Reception | Year 1 | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|-----------|--------|---|--|--|--|---|
|           |        | <p>Use different transitions within a dance motif.</p> <p><b>Move in time to music.</b></p> <p>Improve the timing of their actions.</p> | <p>Perform with some awareness of rhythm and expression.</p> | <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p> | <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> | <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p> |



## Compete/Perform

|  |   |   |   |  |   |   |
|--|---|---|---|--|---|---|
| Control my body when performing a sequence of movements. | Perform using a range of actions and body parts with some coordination. | Perform sequences of their own composition with coordination. | Develop the quality of the actions in their performances.         | Perform and create sequences with fluency and expression.          | Perform own longer, more complex sequences in time to music.                    | Link actions to create a complex sequence using a full range of movement. |
| Begin to perform learnt skills with some control.        | Perform learnt skills with increasing control.                          | Compete against self and others.                              | Perform learnt skills and techniques with control and confidence. | Perform and apply skills and techniques with control and accuracy. | Consistently perform and apply skills and techniques with accuracy and control. | Perform the sequence in time to music.                                    |



## Evaluate

|  |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
| Talk about what they have done.<br>Talk about what others have done. | Watch and describe performances.<br>Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.<br>Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.<br>Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br>Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performances.<br>Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |
|--|--|---|--|--|---|---|

# Games Progression Grid

| Reception   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
|---|---|---|---|---|---|--|
|   |                   |    |    |    |    |   |
|    | <b>Health and Fitness</b>   |   |   |   |   |  |
| Describe how the body feels when still and when exercising.                         | Describe how the body feels before, during and after exercise.<br>Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities.<br>Explain what they need to stay healthy.          | Recognise and describe the effects of exercise on the body.<br>Know the importance of strength and flexibility for physical activity.<br>Explain why it is important to warmup and cool-down.                                   | Describe how the body reacts at different times and how this affects performance.<br>Explain why exercise is good for your health.<br>Know some reasons for warming up and cooling down.  | Know and understand the reasons for warming up and cooling down.<br>Explain some safety principles when preparing for and during exercise.  | Understand the importance of warming up and cooling down.<br>Carry out warm-ups and cool-downs safely and effectively.<br>Understand why exercise is good for health, fitness and wellbeing.<br>Know ways they can become healthier. |
|  | <b>Striking and Hitting a Ball</b>  |   |   |   |   |  |
| Hit a ball with a bat or racquet.   | Use hitting skills in a game.<br>Practise basic striking, sending and receiving.                    | Strike or hit a ball with increasing control.<br>Learn skills for playing striking and fielding games.<br>Position the body to strike a ball. | Demonstrate successful hitting and striking skills.<br>Develop a range of skills in striking (and fielding where appropriate).<br>Practise the correct batting technique and use it in a game.<br>Strike the ball for distance. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.<br>Accurately serve underarm.<br>Build a rally with a partner.<br>Use at least two different shots in a game situation.<br>Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball.<br>Identify and apply techniques for hitting a tennis ball.<br>Explore when different shots are best used.<br>Develop a backhand technique and use it in a game.<br>Practise techniques for all strokes.<br>Play a tennis game using an overhead serve. | Hit a bowled ball over longer distances.<br>Use good hand-eye coordination to be able to direct a ball when striking or hitting.<br>Understand how to serve in order to start a game.  |

| Reception  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|--|--|--|---|--|--|--|
|  <b>Throwing and Catching a Ball</b>     |  |  |   |  |  |  |
| Roll equipment in different ways.<br>Throw underarm.<br>Throw an object at a target.<br>Catch equipment using two hands. | Throw underarm and overarm.<br>Catch and bounce a ball.<br>Use rolling skills in a game.<br>Practise accurate throwing and consistent catching.      | Throw different types of equipment in different ways, for accuracy and distance.<br>Throw, catch and bounce a ball with a partner.<br>Use throwing and catching skills in a game.<br>Throw a ball for distance.<br>Use hand-eye coordination to control a ball.<br>Vary types of throw used. | Throw and catch with greater control and accuracy.<br>Practise the correct technique for catching a ball and use it in a game.<br>Perform a range of catching and gathering skills with control.<br>Catch with increasing control and accuracy.<br>Throw a ball in different ways (e.g. high, low, fast or slow).<br>Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching.   | Consolidate different ways of throwing and catching, and know when each is appropriate in a game.                        | Throw and catch accurately and successfully under pressure in a game.  |
|  <b>Travelling with a Ball</b>           |  |  |   |  |  |  |
| Move a ball in different ways, including bouncing and kicking.<br>Use equipment to control a ball.                       | Travel with a ball in different ways.<br>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. | Bounce and kick a ball whilst moving.<br>Use kicking skills in a game.<br>Use dribbling skills in a game.  | Move with the ball in a variety of ways with some control.<br>Use two different ways of moving with a ball in a game.   | Move with the ball using a range of techniques showing control and fluency.                                    | Use a variety of ways to dribble in a game with success.<br>Use ball skills in various ways, and begin to link together. | Show confidence in using ball skills in various ways in a game situation, and link these together effectively.                                       |
|  <b>Passing a Ball</b>                 |  |  |   |  |  |  |
| Kick an object at a target.  | Pass the ball to another player in a game.<br>Use kicking skills in a game.  | Know how to pass the ball in different ways.   | Pass the ball in two different ways in a game situation with some success.  | Pass the ball with increasing speed, accuracy and success in a game situation.                                 | Pass a ball with speed and accuracy using appropriate techniques in a game situation.                                    | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. |
|  <b>Possession</b>                     |  |  |   |  |  |  |
|  |  |  | Know how to keep and win back possession of the ball in a team game.  | Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game.   | Keep and win back possession of the ball effectively and in a variety of ways in a team game.  |
|  <b>Using Space</b>                    |  |  |   |  |  |  |
| Move safely around the space and equipment.<br>Travel in different ways, including sideways and backwards.               | Use different ways of travelling in different directions or pathways.<br>Run at different speeds.<br>Begin to use space in a game.                   | Use different ways of travelling at different speeds and following different pathways, directions or courses.<br>Change speed and direction whilst running.<br>Begin to choose and use the best space in a game.   | Find a useful space and get into it to support teammates.   | Make the best use of space to pass and receive the ball.   | Demonstrate an increasing awareness of space.  | Demonstrate a good awareness of space.   |

| Reception  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|--|---|---|---|---|--|--|
|    | <b>Attacking and Defending</b>  |   |   |   |  |  |
|  | Play a range of chasing games.  | Begin to use the terms attacking and defending.<br><br>Use simple defensive skills such as marking a player or defending a space.<br><br>Use simple attacking skills such as dodging to get past a defender.          | Begin to use and understand the terms attacking and defending.<br><br>Use at least one technique to attack or defend to play a game successfully.                 | Use simple attacking and defending skills in a game.<br><br>Use fielding skills to stop a ball from travelling past them.   | Use a range of attacking and defending skills and techniques in a game.<br><br>Use fielding skills as an individual to prevent a player from scoring.                      | Choose the best tactics for attacking and defending. Shoot in a game.<br><br>Use fielding skills as a team to prevent the opposition from scoring.                                     |
|    | <b>Tactics and Rules</b>  |   |   |   |  |  |
|  | Follow simple rules.  | Follow simple rules to play games, including team games.<br><br>Use simple attacking skills such as dodging to get past a defender.<br><br>Use simple defensive skills such as marking a player or defending a space. | Understand the importance of rules in games.<br><br>Use at least one technique to attack or defend to play a game successfully.                                   | Apply and follow rules fairly.<br><br>Understand and begin to apply the basic principles of invasion games.<br><br>Know how to play a striking and fielding game fairly.                          | Vary the tactics they use in a game.<br><br>Adapt rules to alter games.  | Know when to pass and when to dribble in a game.<br><br>Devise and adapt rules to create their own game.   |
|    | <b>Compete/Perform</b>  |   |   |   |  |  |
|  | Control my body when performing a sequence of movements.<br><br>Participate in simple games.        | Perform using a range of actions and body parts with some coordination.<br><br>Begin to perform learnt skills with some control.<br><br>Engage in competitive activities and team games.                              | Perform sequences of their own composition with coordination.<br><br>Perform learnt skills with increasing control.<br><br>Compete against self and others.       | Develop the quality of the actions in their performances.<br><br>Perform learnt skills and techniques with control and confidence.<br><br>Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.<br><br>Take part in a range of competitive games and activities.  | Consistently perform and apply skills and techniques with accuracy and control.<br><br>Take part in competitive games with a strong understanding of tactics and composition.          |
|  | <b>Evaluate</b>   |   |   |   |  |  |
|  | Talk about what they have done.<br><br>Talk about what others have done.                            | Watch and describe performances.<br><br>Begin to say how they could improve.  | Watch and describe performances, and use what they see to improve their own performance.<br><br>Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.<br><br>Describe how their performance has improved over time.  | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br><br>Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performance.<br><br>Explain why they have used particular skills or techniques, and the effect they have had on their performance. |
|  | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. |   |   |   |  |  |

# Gymnastic Progression Grid



|  | Health and Fitness   |  |   |   |   |   |
|---|--|--|---|---|---|---|
|   | <p>Describe how the body feels when still and when exercising.</p> | <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> | <p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> | <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> | <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> | <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> |



## Acquiring and Developing Skills in Gymnastics (General)

|   |  |   |  |  |   |   |
|---|--|---|--|--|---|---|
| Create a short sequence of movements.<br><br>Roll in different ways with control.<br><br>Travel in different ways.<br><br>Stretch in different ways.<br><br>Jump in a range of ways from one space to another with control.<br><br>Begin to balance with control.<br><br>Move around, under, over, and through different objects and equipment. | Create and perform a movement sequence.<br><br>Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence.<br><br>Recognise and copy contrasting actions (small/tall, narrow/wide).<br><br>Travel in different ways, changing direction and speed.<br><br>Hold still shapes and simple balances.<br><br>Carry out simple stretches.<br><br>Carry out a range of simple jumps, landing safely.<br><br>Move around, under, over, and through different objects and equipment.<br><br>Begin to move with control and care. | Copy, explore and remember actions and movements to create their own sequence.<br><br>Link actions to make a sequence.<br><br>Travel in a variety of ways, including rolling.<br><br>Hold a still shape whilst balancing on different points of the body.<br><br>Jump in a variety of ways and land with increasing control and balance.<br><br>Climb onto and jump off the equipment safely.<br><br>Move with increasing control and care. | Choose ideas to compose a movement sequence independently and with others.<br><br>Link combinations of actions with increasing confidence, including changes of direction, speed or level.<br><br>Develop the quality of their actions, shapes and balances.<br><br>Move with coordination, control and care.<br><br>Use turns whilst travelling in a variety of ways.<br><br>Use a range of jumps in their sequences.<br><br>Begin to use equipment to vault.<br><br>Create interesting body shapes while holding balances with control and confidence.<br><br>Begin to show flexibility in movements | Create a sequence of actions that fit a theme.<br><br>Use an increasing range of actions, directions and levels in their sequences.<br><br>Move with clarity, fluency and expression.<br><br>Show changes of direction, speed and level during a performance.<br><br>Travel in different ways, including using flight.<br><br>Improve the placement and alignment of body parts in balances.<br><br>Use equipment to vault in a variety of ways.<br><br>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.<br><br>Begin to develop good technique when travelling, balancing and using equipment.<br><br>Develop strength, technique and flexibility throughout performances. | Select ideas to compose specific sequences of movements, shapes and balances.<br><br>Adapt their sequences to fit new criteria or suggestions.<br><br>Perform jumps, shapes and balances fluently and with control.<br><br>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.<br><br>Confidently use equipment to vault in a variety of ways.<br><br>Apply skills and techniques consistently.<br><br>Develop strength, technique and flexibility throughout performances. | Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.<br><br>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.<br><br>Confidently use equipment to vault and incorporate this into sequences.<br><br>Apply skills and techniques consistently, showing precision and control.<br><br>Develop strength, technique and flexibility throughout performances. |
|---|--|---|--|--|---|---|

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances.

This table maps out the progression of skills in each area to be taught in each year group. Please note – the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

| Reception   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|--|--|--|---|---|
|    | <b>Rolls</b>   |  |  |  |   |   |
| Curved side roll (egg roll)<br>Log roll (pencil roll)<br>Teddy bear roll            | Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled)  | Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled)<br>Rocking for forward roll<br>Crouched forward roll | Crouched forward roll<br>Forward roll from standing<br>Tucked backward roll  | Forward roll from standing<br>Straddle forward roll<br>Tucked backward roll<br>Backward roll to straddle   | Forward roll from standing<br>Straddle forward roll<br>Pike forward roll<br>Tucked backward roll<br>Backward roll to straddle   | Forward roll from standing<br>Straddle forward roll<br>Pike forward roll<br>Dive forward roll<br>Tucked backward roll<br>Backward roll to straddle<br>Backward roll to standing pike<br>Pike backward roll      |
|    | <b>Jumps</b>   |  |  |  |   |   |
| Straight jump<br>Tuck jump<br>Jumping Jack<br>Half turn jump                        | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jump<br>Cat spring                         | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jump<br>Cat spring<br>Cat spring to straddle   | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Cat leap | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Cat leap<br>Cat leap half-turn | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Stag jump<br>Straight jump half-turn<br>Cat leap<br>Cat leap half-turn<br>Cat leap | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Stag jump<br>Straight jump half-turn<br>Cat leap<br>Cat leap half-turn<br>Cat leap<br>Cat leap full-turn<br>Split leap |
|  | <b>Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table</b> |  |  |  |   |   |
|   | Straight jump off springboard<br>Straight jump off springboard<br>Tuck jump off springboard        | Hurdle step onto springboard<br>Straight jump off springboard<br>Tuck jump off springboard   | Hurdle step onto springboard<br>Squat on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off       | Hurdle step onto springboard<br>Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off        | Hurdle step onto springboard<br>Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off<br>Squat through vault          | Hurdle step onto springboard<br>Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off<br>Squat through vault<br>Straddle over vault                       |

| Reception   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
|---|---|---|---|---|---|---|
|    | <b>Handstands, Cartwheels and Round-offs</b>  |   |   |   |   |   |
|   | Bunny hop<br><br>Front support wheelbarrow with partner                                       | Bunny hop<br><br>Front support wheelbarrow with partner<br><br>T-lever<br><br>Scissor kick  | Handstand<br><br>Lunge into handstand<br><br>Cartwheel  | Lunge into handstand<br><br>Lunge into cartwheel  | Lunge into handstand<br><br>Lunge into cartwheel<br><br>Lunge into round-off  | Lunge into cartwheel<br><br>Lunge into round-off<br><br>Hurdle step<br><br>Hurdle step into cartwheel<br><br>Hurdle step into round-off   |
|    | <b>Travelling &amp; Linking Actions</b>   |   |   |   |   |   |
|   | Tiptoe, step, jump and hop<br><br>Hopscotch<br><br>Skipping<br><br>Galloping                  | Tiptoe, step, jump and hop<br><br>Hopscotch<br><br>Skipping<br><br>Galloping<br><br>Straight jump half-turn   | Tiptoe, step, jump and hop<br><br>Hopscotch<br><br>Skipping<br><br>Chassis steps<br><br>Straight jump half turn<br><br>Cat leap   | Tiptoe, step, jump and hop<br><br>Hopscotch<br><br>Skipping<br><br>Chassis steps<br><br>Straight jump half turn<br><br>Straight jump full turn<br><br>Cat leap<br><br>Cat leap half turn<br><br>Pivot                                       | Tiptoe, step, jump and hop<br><br>Hopscotch<br><br>Skipping<br><br>Chassis steps<br><br>Straight jump half turn<br><br>Straight jump full turn<br><br>Cat leap<br><br>Cat leap half turn<br><br>Pivot | Tiptoe, step, jump and hop<br><br>Hopscotch<br><br>Skipping<br><br>Chassis steps<br><br>Straight jump half turn<br><br>Straight jump full turn<br><br>Cat leap<br><br>Cat leap half turn<br><br>Pivot |
|  | <b>Shapes and Balances</b>  |   |   |   |   |   |
|   | Standing balances<br><br>Kneeling balances<br><br>Pike, tuck, star, straight, straddle shapes | Standing balances<br><br>Kneeling balances<br><br>Large body part balances<br><br>Balances on apparatus<br><br>Balances with a partner<br><br>Pike, tuck, star, straight, straddle shapes<br><br>Front and back support | Standing balances<br><br>Kneeling balances<br><br>Large body part balances<br><br>Balances on apparatus<br><br>Balances with a partner<br><br>Pike, tuck, star, straight, straddle shapes<br><br>Front and back support | Large and small body part balances, including standing and kneeling balances<br><br>Balances on apparatus<br><br>Matching and contrasting partner balances<br><br>Pike, tuck, star, straight, straddle shapes<br><br>Front and back support | 1, 2, 3 and 4- point balances<br><br>Balances on apparatus<br><br>Balances with and against a partner<br><br>Pike, tuck, star, straight, straddle shapes<br><br>Front and back support                | 1, 2, 3 and 4- point balances<br><br>Balances on apparatus<br><br>Part body weight partner balances<br><br>Pike, tuck, star, straight, straddle shapes<br><br>Front and back support                  |
|  | <b>Compete/Perform</b>  |   |   |   |   |   |
|   | Control my body when performing a sequence of movements.<br><br>Participate in simple games.  | Perform using a range of actions and body parts with some coordination.<br><br>Begin to perform learnt skills with some control.  | Perform sequences of their own composition with coordination.<br><br>Perform learnt skills with increasing control.   | Develop the quality of the actions in their performances.<br><br>Perform learnt skills and techniques with control and confidence.<br><br>Compete against self and others in a controlled manner.   | Perform and create sequences with fluency and expression.<br><br>Perform and apply skills and techniques with control and accuracy.   | Perform own longer, more complex sequences in time to music.<br><br>Consistently perform and apply skills and techniques with accuracy and control.   |

## Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)
- Experiments with different ways of moving. (PD – M&H 40-60)
- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)
- Beginning to move rhythmically. (EAD – M & M 30-50)
- Imitates movement in response to music. (EAD – M & M 30-50)
- Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)
- Developing preferences for forms of expression. (EAD – BI 30-50)
- Uses movement to express feelings. (EAD – BI 30-50)
- Creates movement in response to music. (EAD – BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) • Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

## KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.

## KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.