

Heelands school PE skills progression and vocabulary.

Intent:

Physical Education is an integral part of our curriculum and enjoyment of physical activity is a highly valued part of every school day. Our children are physically active through playtimes, lunchtimes and PE lessons, as well as additional physical and extra-curricular activities. We promote the importance of physical activity as part of a healthy lifestyle. Children develop fundamental skills which give them the building blocks to become competent and confident in a range of physical activities. As well as learning fundamental movement skills, the children enjoy competing independently and as part of a team, learning the values associated with sporting behaviour and a sense of fair play. We provide the foundation for children's ability to access, succeed and excel in physically demanding and sporting activities in their future school and adult lives.

By the time children leave Heelands School at the age of seven, they will be able to:

- Move confidently in a range of ways - run, jump, skip, hop, leap, gallop, dodge
- Send, receive and control an object (such as a medium sized ball)
- Begin to apply these skills in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Enjoy performing dances using simple movement patterns
- Be confident to express themselves through creative movement

Implementation:

Key implementation principles are:

- Twice weekly PE lessons for Yr 1, Yr 2.
- Once weekly PE lessons for Foundation Stage.
- Daily shake breaks for all children.
- Active play opportunities for all pupils at playtime and lunchtime, with modelling and encouragement from staff.
- Dance performances: as part of Nativities (whole school) and whole class assemblies for each year group.

Health & Safety:

Our PE policy has detailed information about health and safety considerations and our PE lesson plans include reminders for teachers about ensuring health and safety comes first.

Structure of lessons:

Warm up - an active starter/warm-up where the WALT is set and teachers question children about the benefits and effects of exercise on their body.

- Introduction - teach and develop understanding of skill and guided discovery.
- Activity - children follow instructions to practise/demonstrate/develop the skill through an activity or game.
- Cool down - reduce heart rate and reflect on learning.

Differentiation and Inclusion:

Our lesson plans include suggestions for differentiation, based on the STEP model. Some examples are -

Space - more space gives more reaction time, less space demands higher skill. Zoned playing areas, Smaller/larger target areas.

Task - Easier - simplify the rules, harder - introduce more rules/conditions.

Equipment - Change the space in the playing area between cones, Use different size landing targets.

People - Working independently, in pairs, in groups, in teams. Use a partner to move around.

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation. Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Note about fitness based activities - when teaching focuses on fitness teachers will take into consideration children's current fitness levels. Improving fitness levels is personal so children need to set individual, personal challenges and targets. Teachers will model how to decrease or increase the number of repetitions or time on each activity to suit fitness levels.

Impact:

Assessment:

Assessment in PE is almost all via observation, either by the teacher leading, or by a supporting teaching assistant. Often this will include photos and video so the teacher can focus on observation and assessment of all children after the lesson. It is these observations that will inform differentiation. Our lesson plans incorporate assess for learning strategies within them, enabling children to progress at a quicker rate. This is achieved by the following process:

- 1) Set/share specific learning intentions
- 2) Criteria - share steps/tips needed to achieve WALT
- 3) Feedback- regularly given against criteria
- 4) Evaluation - peer and later self.

<p>Early Years Outcomes</p> <p>The main Early Years Outcomes covered in the Games units are:</p> <ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (PD: Reception) • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. (PD: Reception) • I can negotiate space and obstacles safely, with consideration for myself and others. (PD: ELG) • I can demonstrate my strength, balance and coordination. (PD: ELG) • I can move energetically, when running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) <p>Vocab:</p> <ul style="list-style-type: none"> • Body parts • Walk • Run • Jump • Stretch • Space • Forwards • Backwards • Throw • Catch 	<p>KS1 National Curriculum Aims</p> <p>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:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • Participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns. <p>Vocab:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Year 1:</p> <ul style="list-style-type: none"> • Patterns • Movement • Bounce • Jump • Land • Roll • Curl • Throw • Catch • Balance • Travel • Safety </td> <td style="width: 50%; vertical-align: top;"> <p>Year 2:</p> <ul style="list-style-type: none"> • Speed • Levels • Control • Direction • Attacking • Defending • Command • Sending • Receiving • Spinning • Turning • Dribbling </td> </tr> </table>	<p>Year 1:</p> <ul style="list-style-type: none"> • Patterns • Movement • Bounce • Jump • Land • Roll • Curl • Throw • Catch • Balance • Travel • Safety 	<p>Year 2:</p> <ul style="list-style-type: none"> • Speed • Levels • Control • Direction • Attacking • Defending • Command • Sending • Receiving • Spinning • Turning • Dribbling
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Settling in.	<p>Theme: Gymnastics: Jumping Jacks and Rock 'n' Roll.</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment. Straight jump Tuck jump Jumping jack Half turn jump Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll Bunny hop Tiptoe, step, jump and hop Standing balances 	<p>Theme: Dance (Miss Wendy)</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done. 	<p>Theme: Best of Balls</p> <ul style="list-style-type: none"> To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball. 	<p>Theme: Gymnastics: Gym in the Jungle</p> <ul style="list-style-type: none"> To develop the ability to move in a range of ways. To increase the ability to move around and onto equipment. To increase the ability to move under and onto equipment. To increase the ability to move over and onto equipment. To increase the ability to move through and onto equipment. To combine movements together while negotiating different equipment. 	<p>Theme: Games: The Olympics and Sports Day prep.</p> <ul style="list-style-type: none"> Describe how the body feels when still and when exercising. Hit a ball with a bat or a racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Play a range of chasing games. Follow simple rules. Control of my body when performing a sequence of movements. Run in different ways for a variety of purposes. Jump in a range of ways, landing safely.

		<ul style="list-style-type: none"> Control my body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done. 				<ul style="list-style-type: none"> Participate in simple games. Talk about what they have done. Talk about what others have done.
Year 1	<p>Theme: Session 1: Multi Skills: Throwing and Catching:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. roll a ball and pick it up as it slows down; use a simple underarm throw; throw a ball into a space; catch a ball with two hands Know that we need to warm our bodies up before exercising and cool down after exercising run or walk forwards and backwards. <p>Most children will be able to:</p> <ul style="list-style-type: none"> roll a ball along a line or to a target, track it and pick it up as it slows down; use a simple overarm throw use an underarm sling catch a ball thrown by a partner, with two hands throw a ball into a hoop Say how we could warm our bodies up before exercising; run, walk, jog, hop, skip, leap, gallop or jump in different directions, including sideways and along a diagonal or curved projection. <p>Some children will be able to:</p> <ul style="list-style-type: none"> roll a ball or a quoit along a line or to a target with speed and control, then track it and stop it with two hands use an extended arm overarm throw 	<p>Theme: Session 1: Invasion Games: At the Fair:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> travel in at least two different ways; stop travelling to change direction; begin to travel with a ball; Pass a ball to another player over a short distance. <p>Most children will be able to:</p> <ul style="list-style-type: none"> travel forwards, backwards and sideways; change direction while travelling; travel with a ball using their feet and hands; change direction while travelling with a ball; use their feet to pass a ball to another player; use their hands to pass a ball to another player; pass a ball accurately to another player; pass a ball quickly to another player while in a game situation; travel with and pass a ball to another player to score points in a game. <p>Some children will be able to:</p> <ul style="list-style-type: none"> travel in different ways with control in order to get into a useful space; select the most appropriate way of travelling for the game context; 	<p>Theme: Session 1: Multi Skills Bat and Ball</p> <p>All the children should be able to:</p> <ul style="list-style-type: none"> copy the correct grip for a racket; balance a beanbag on their racket; hit a beanbag forwards towards a target; show some control when hitting a ball in a modified activity; watch a partner and give feedback with support; cooperate with a partner to play a modified target game; hold a cricket ball correctly when prompted and use it to control a ball along a drawn line; use a cricket bat to hit a ball towards a target; use a cricket ball to hit a ball along the ground; follow instructions to take on different roles within a game; use a cricket bat to hit a ball that has been rolled to them from a short distance; roll a ball accurately over a short distance and stop a rolled ball. <p>Most children will be able to:</p> <ul style="list-style-type: none"> hold a racket correctly; balance a beanbag on their racket while walking and 	<p>Theme: Session 1: Attacking and Defending:</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> Identify useful spaces for passing and receiving a ball Defend a goal or space Indicate their intentions to their teammates Attempt to evade defenders Identify strengths and areas in which they could improve <p>Most children should be able to:</p> <ul style="list-style-type: none"> Begin to use space well to pass and receive a ball Mark a player by staying close to them Attempt to intercept a ball between other players Use eye contact to indicate their intentions to their teammates Evade defenders by quickly changing direction <p>Some children will be able to:</p> <ul style="list-style-type: none"> Use space effectively and intentionally Use both attacking and defending skills at the same time during a team game 	<p>Theme: Session 1: Yoga: Salute to the Sun</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> stretch their body up; follow a sequence of movements; move between poses; follow instructions to keep safe; arch their back up and dip their back down; adapt yoga poses, with guidance; flow from one yoga pose to another; balance, using support; use and link yoga poses together; demonstrate the correct form for a yoga pose; breathe smoothly while standing still. <p>Most children should be able to:</p> <ul style="list-style-type: none"> stretch their body up smoothly; move between poses while keeping balanced; arch their back up, and dip their back down, smoothly; repeat the yoga sequence with minimal support; use a full range of movements; adapt yoga poses to their own needs; 	<p>Theme: Session 1: Multi Skills: Running and Jumping.</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> begin to run at different speeds; move along some basic pathways, for example move in a straight or curved line; begin to use the correct technique for jumping as high and as far as they can; explore different types of jumps; land safely; make a simple sequence of jumps. <p>Most children should be able to:</p> <ul style="list-style-type: none"> run at different speeds, recognising the difference between walking, jogging and sprinting; move along a wide range of different pathways; jump as high and as far as possible using correct technique; use different ways of jumping; land safely with control; create a sequence of jumps and show it to a partner. <p>Some children will be able to:</p>

<ul style="list-style-type: none"> • use a sideways quoit throw • catch a ball with one hand • clap or turn before catching a ball • throw a ball at or over a target • explain why we should warm our bodies up before exercising and cool down after exercising • Change locomotors with speed and control and move in different directions including to the left and right. <p>Session 2: Gymnastics: Traditional Tales: All children should:</p> <ul style="list-style-type: none"> • show a star, straight and tuck shape with their body and hold it still; • choose two contrasting balances with support and perform them; • copy the movements of others to travel and balance in different ways; • create a simple sequence with support, repeating movements if necessary; • perform a log or egg roll with some control; • perform a straight jump and land safely; • follow a structure to perform a simple sequence; • watch a partner's sequence and give one example of a movement that they saw; • perform a front support and hold their body in this position for a few seconds; • answer some prompt questions to evaluate a sequence that they have watched; • remember and perform a simple sequence with some repeated movements; • Talk about their learning by identifying what new skills they have learnt and what skills they have practised. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • adapt star, straight and tuck shapes to create balances showing some control; 	<ul style="list-style-type: none"> • keep good control of a ball while travelling with it; • pass a ball quickly and accurately to another player; • make quick decisions about which player to pass to. <p>Session 2: Circuit Training. All children should:</p> <ul style="list-style-type: none"> • begin to change the speed of travel to go round an obstacle; • perform a jump, landing on one foot; • hop and jump a short distance to complete a circuit activity; • talk about how they feel after exercise with support; • move a short distance while remaining balanced on a straight line; • balance a beanbag on a part of their body for a short period; • begin to show some control over the path of a ball when rolling it over the ground; • bounce and catch a ball, moving forwards in-between bounces; • complete activities modelled to them by a partner and record a score with help; • identify their highest and lowest scores; • tell a partner what they are doing well in their performance with support; • talk about their scorecard with support. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • go round an obstacle showing some control; • perform a leap, successfully taking off from one foot and landing on the other; • hop and jump with control to complete a circuit activity independently; • talk about how they feel after exercise and why it is 	<ul style="list-style-type: none"> • throw and catch it a short distance into the air; • hit a beanbag forwards into a target with some control; • use a racket to hit a ball into the air, gradually improving control; • watch a partner and give feedback using prompt questions; • cooperate with a partner and follow rules to play a target game; • hold a cricket bat correctly and use it to control a ball along a line and around cones; • use a cricket bat to hit a ball towards a target with some accuracy; • use a cricket bat to hit a ball that has been rolled to them; • take on different roles within a game and understand their purpose; • use a cricket bat to hit a ball that has been rolled to them, showing control of its path; • roll a ball accurately and track and stop a rolled ball. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • balance a beanbag on their racket and travel in a variety of ways; • use their racket to throw and catch a beanbag to a variety of heights confidently; • hit a beanbag forwards into a target with good control; • use a racket to hit a ball into the air with good control; • watch a partner and give feedback, including how to improve performance; • support their partner to play a target game, showing good understanding of the rules; • hold a cricket bat correctly and use it to control a ball in a variety of ways, including weaving around cones; 	<ul style="list-style-type: none"> • Identify ways they can improve <p>Session 2: Dance: Twist and Shout All children should be able to:</p> <ul style="list-style-type: none"> • make different shapes with their bodies as they • travel, jump and spin; • say what is good about a partner's performance; • perform a simple action in unison with a partner; • use ideas from previous learning independently; • show some awareness of others when working in a group; • perform given ideas independently; • copy and repeat actions with some prompting; • show some awareness of the beat when dancing; • change the speed of their movements in response • to a percussion instrument; • respond to questions about their own performance. <p>Most children should:</p> <ul style="list-style-type: none"> • show control as they travel, jump and spin; • identify which part of a performance may need to • be improved; • keep to the beat of the music when performing; • improvise independently and adapt previous ideas • to include in a dance; 	<ul style="list-style-type: none"> • transition smoothly between yoga poses; • balance on one leg; • create a short sequence of yoga poses; • demonstrate a yoga pose to the class; • breathe smoothly while in poses. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • stretch their body up smoothly and with coordination; • move between poses smoothly, while keeping balanced; • arch their back up, and dip their back down, smoothly and maintaining balance; • repeat a yoga sequence unaided; • perform a full range of yoga movements smoothly; • adapt yoga poses for themselves and others; • transition between poses easily and fluidly; • balance on one leg confidently; • create a flowing sequence of yoga poses; • explain and demonstrate movements to lead a yoga pose; • breathe smoothly while transitioning between poses. <p>Session 2: Gymnastics: Animals All children should be able to:</p> <ul style="list-style-type: none"> • lift and carry equipment; • follow instructions; • understand that we need to warm up and cool down our bodies before and after exercise; • bounce and jump; 	<ul style="list-style-type: none"> • run at different speeds, selecting the appropriate speed for an activity; • move along a wide range of pathways at different speeds and begin to think of their own pathways; • use correct technique for jumping for height and distance, improving their own performance; • jump from a standing position with accuracy and control; • land safely with control and correct technique; • create and improve a sequence of jumps, acting on feedback. <p>Session 2: Multi Skills: Sports Day: All children should be able to:</p> <ul style="list-style-type: none"> • sprint in a straight line; • change direction when sprinting; • balance an egg on a spoon; • adopt an effective hold and body position during the egg and spoon race; • jump from two feet to two feet; • jump a set distance, e.g. from hoop to hoop; • stay in the sack for most of the race; • demonstrate the correct underarm throwing technique; • demonstrate the correct overarm throwing technique; • throw in the general direction of a given target; • move a football using the feet; • stop a football with the feet and then decide where to move; • move equipment between hoops with some help/direction;
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	<ul style="list-style-type: none"> choose and perform two contrasting balances showing some control; travel and balance in different ways, showing changes in speed and direction; create a sequence using a range of controlled balances and different ways of travelling; maintain a clear body shape when performing a log and egg roll; perform a controlled straight jump on the floor, landing safely; create their own sequence using a variety of rolls and balances; Some children will be able to: watch and describe a partner's sequence using prompt questions; perform a front support wheelbarrow and support their partner in this position; identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork; create an interesting sequence using a range of skills that they have practised; Talk about their learning by identifying which skills they need to practise further. 	<p>important to warm up before they begin;</p> <ul style="list-style-type: none"> keep a beanbag balanced on a part of their body while weaving between cones; remain balanced while travelling along a straight or curvy line; roll a ball along a path and begin to show some control over its speed; travel forwards while bouncing and catching a ball with growing control; complete activities independently, remembering how to perform each skill and record their score; identify which activity they need to improve; tell a partner what they are doing well in their performance and identify an area for improvement; identify improvements shown on their scorecard. <p>Some children will be able to:</p> <ul style="list-style-type: none"> go round obstacles with control; perform a leap as part of a run to go over obstacles; show good control when hopping on either foot and performing a two-footed jump and can combine these to complete a circuit activity independently; explain why it is important to warm up and cool down in PE lessons; keep a beanbag balanced on a part of their body while weaving between cones, showing increasing speed; travel along a line, tracing differently shaped pathways with confidence; roll a ball along a path showing good control of its speed and direction; demonstrate good control of a ball when bouncing and catching while moving forwards; 	<ul style="list-style-type: none"> use a cricket bat to hit a ball to a target accurately; use a cricket bat to hit a ball that has been rolled to them, controlling its path; demonstrate competence in each role within a game; use a cricket bat to hit a ball that has been rolled to them, deliberately choosing its path for tactical play; roll a ball accurately, varying speed and distance, and track and stop a rolled ball. <p>Session 2: Dance: Miss Wendy. All children should be able to:</p> <ul style="list-style-type: none"> make different shapes with their bodies as they travel, jump and spin; say what is good about a partner's performance; perform a simple action in unison with a partner; use ideas from previous learning independently; show some awareness of others when working in a group; perform given ideas independently; copy and repeat actions with some prompting; show some awareness of the beat when dancing; change the speed of their movements in response to a percussion instrument; respond to questions about their own performance. <p>Most children should:</p> <ul style="list-style-type: none"> show control as they travel, jump and spin; identify which part of a performance may need to be improved; keep to the beat of the music when performing; improvise independently and adapt previous ideas to include in a dance; work effectively within a group to perform in canon; 	<ul style="list-style-type: none"> work effectively within a group to perform in canon; combine actions to create a short motif; mirror the movements of a partner; copy and repeat actions in time with the music; describe the sequence of a barn dance; shape their bodies appropriately to represent an object and respond to changes of speed; suggest some ways to improve their movements. <p>Some children will be able to:</p> <ul style="list-style-type: none"> change direction, shape and level as they travel, jump and spin; describe what changes need to be made to improve a performance; adapt their movements to include changes of direction and add suitable arm actions; improvise independently and create new ideas to use in a dance; explain the terms unison and canon independently and give examples of when they have been used; develop their ideas during improvisation and combine movements in a creative way; mirror the movements of a partner performing more than one movement at a time; perform all movements in time with the music 	<ul style="list-style-type: none"> describe their partner's movements; move fast and slow; make wide and thin shapes; rock; link two movements. <p>Most children should:</p> <ul style="list-style-type: none"> lift and carry apparatus in a group; follow instructions involving two or more commands; remember where apparatus goes; say how their body feels before, after and during exercise; jump from two feet to two feet; jump down from equipment; say what they like about their partner's movements; change speed from fast to slow. move high and low; jump into a wide, thin or curled shape; roll in a curled or long, thin shape; perform a movement sequence; link actions with a movement to form a sequence. <p>Some children will be able to:</p> <ul style="list-style-type: none"> take responsibility for setting out more complicated gymnastic apparatus; follow more complicated instructions; lead their group in setting out and putting away apparatus; Suggest ways to warm up and cool down before and after exercise; jump onto equipment; 	<ul style="list-style-type: none"> jump across an agility ladder from two feet to two feet; jump over a series of hurdles without knocking them over. <p>Most children will be able to:</p> <ul style="list-style-type: none"> sprint in a straight line and explain what they can do to move faster; change direction quickly when sprinting; balance an egg on a spoon while travelling forwards; vary their body position and grip during the egg and spoon race as required, e.g. when moving faster/slower; jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards; use their arms and legs to help them jump further; jump the course while remaining in the sack; throw underarm with control; throw overarm with control; throw accurately to reach a target; move a football using the inside of the foot and demonstrate some control; stop a moving ball and quickly change direction; alternate between jumping and hopping across an agility ladder; move equipment between hoops independently; jump over a series of hurdles without stopping running first.
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		<ul style="list-style-type: none"> assist their peers by clearly explaining how to complete activities, describing the skill required and recording scores correctly; identify which activity needs to be improved and possible ways to do this; watch a partner and give them clear feedback on their strengths and what they could change in order to improve; Explain possible reasons for why their scores have improved in certain activities. 	<ul style="list-style-type: none"> combine actions to create a short motif; mirror the movements of a partner; copy and repeat actions in time with the music; describe the sequence of a barn dance; shape their bodies appropriately to represent an object and respond to changes of speed; suggest some ways to improve their movements. <p>Some children will be able to:</p> <ul style="list-style-type: none"> change direction, shape and level as they travel, jump and spin; describe what changes need to be made to improve a performance; adapt their movements to include changes of direction and add suitable arm actions; improvise independently and create new ideas to use in a dance; explain the terms unison and canon independently and give examples of when they have been used; develop their ideas during improvisation and combine movements in a creative way; mirror the movements of a partner performing more than one movement at a time; perform all movements in time with the music and lead a group when dancing; suggest suitable steps to be added to a barn dance; manage changes of speed accurately as well as keeping to a steady beat when required; Suggest points for improvements to group performances and their own. 	<p>and lead a group when dancing;</p> <ul style="list-style-type: none"> suggest suitable steps to be added to a barn dance; manage changes of speed accurately as well as keeping to a steady beat when required; Suggest points for improvements to group performances and their own. 	<ul style="list-style-type: none"> suggest how they could improve their movements; move at varying speeds; move at high, low and medium levels; make contrasting movements; do a teddy bear roll; remember and perform a movement sequence in reverse; move with flow. 	<p>Some children will be able to:</p> <ul style="list-style-type: none"> sprint in a straight line and apply techniques to move faster; change direction quickly and effectively when sprinting, losing minimal speed; balance an egg on a spoon while travelling forwards at speed or in different directions; consistently demonstrate good balance and coordination to accurately control their movements throughout the race; complete a series of two-footed jumps quickly and efficiently; recognise how they need to adjust their body position to jump as far as possible from two feet to two feet; jump quickly and efficiently in the sack over greater distances or around obstacles; consistently throw underarm and know when to adjust their body position and force appropriate to the target; consistently throw overarm and know when to adjust their body position and force appropriate to the target; throw accurately towards a range of targets at different levels and distances; move a football quickly using the inside of the foot and with consistently good control; change direction without having to stop the ball first; gauge and employ the quickest method of travelling across an agility ladder by varying the combination of jumps and hops used;
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						<ul style="list-style-type: none"> • move equipment between hoops quickly and efficiently; • jump over a series of hurdles quickly and efficiently using good technique.
Year 2	<p>Theme: Session 1: Multi Skills: Throwing and Catching: All children should be able to:</p> <ul style="list-style-type: none"> • roll a ball along a line, with some success; • react and stop a rolling ball using two hands; • roll a ball towards a target; • throw underarm, using different objects, with some control; • throw underarm towards a target; • throw overarm, using different objects, with some control; • throw overarm for distance; • attempt to catch an object, using some of the correct techniques; • attempt to move and position themselves when trying to catch an object; • catch different objects with occasional success; • bounce a ball on a spot and occasionally catch it; • bounce a ball to a partner, changing the height of the bounce; • use different skills they have learnt in a range of games, with some success; • evaluate their performance, with support. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • roll a ball along a line, with some control; • often stop a rolling ball with two hands, showing good reactions; • often reach a target with a rolling ball; • throw underarm, using different objects, with good control; • throw underarm towards a target, with some accuracy; 	<p>Theme: Session 1: Multi Skills: Target Games: All children should be able to:</p> <ul style="list-style-type: none"> • change the speed of the ball they are rolling; • sometimes hit the target with a rolling ball; • take part in games that involve rolling, including team games; • know how to carry out an underarm throw and can do this with some accuracy; • aim for a stationary target using an underarm throw with some accuracy and success; • work with others to design a game that involves throwing underarm; • know how to carry out an underarm throw, aiming for a moving target, and can do this with some success and accuracy; • avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with some success; • know how to play a game that involves aiming at moving targets and can take part, with some success at hitting a target; • know how to carry out an underarm throw, aiming for a target, and can do this with some success and accuracy; • know how to carry out an overarm throw, for distance, and can do this with some success; • sometimes choose the most appropriate throw to use based on the situation; • know how to kick a football for accuracy, aiming for a target, and can do this with some success; • know how to play a game that involves kicking at targets and 	<p>Theme: Session 1: Attacking and Defending: All children should be able to:</p> <ul style="list-style-type: none"> • take on the role of an attacker and defender in a game; • move into a space when playing a game; • make use of space in a competitive game, with some prompting; • stay close to a player that they are marking; • mark a player during a game; • find and move into spaces, to get away from a defender, when prompted; • occupy the space between two opponents during a game, when prompted; • attempt to intercept a ball, when prompted; • answer some questions about how they feel after exercise; • move using the dodging action when trying to get past a defender; • try moving at different speeds to help dodge a defender; • make eye contact briefly before passing a ball to a teammate; • find open space to receive a pass when prompted; • look for players in open spaces to pass the ball to, when prompted; • look at their target to aim their throw but may not 	<p>Theme: Session 1: Invasion Games: All children should be able to:</p> <ul style="list-style-type: none"> • begin to recognise how the body feels during and after physical activity; • begin to use the terms attacking and defending; • throw and catch a ball with a partner using different techniques; • kick a ball whilst moving; • pass a ball in different ways; • begin to use throwing, catching and kicking skills in a game with some success; • use at least one technique to attack, such as dodging to play a game with some success; • use at least one technique to defend, such as marking to play a game with some success; • begin to choose and use the best space in a game; • perform learnt skills with some control; • understand the importance of rules and follow them in simple games; • begin to work as part of a team. 	<p>Theme: Session 1: Gymnastics: Landscapes and Cities: All children should be able to:</p> <ul style="list-style-type: none"> • rock and roll in a curled shape or long shape • make a shape and hold it • balance with support from a partner • step onto a springboard • jump • take their weight on their hands and feet with their stomach pointing towards the ground and move on their hands and feet • copy a movement sequence of two movements • get into a plank position • perform and describe their movements <p>Most children should be able to:</p> <ul style="list-style-type: none"> • egg, log, teddy bear roll and forward roll from a crouched position • move from one roll into another roll and finish by standing • balance in a shape and with a partner • hurdle step on to a springboard 	<p>Theme: Session 1: Animal Olympics: All children should be able to:</p> <ul style="list-style-type: none"> • bend their knees before jumping; • give praise to their partner when they are successful; • bring their arm backwards before throwing forwards; • keep practising to achieve greater accuracy; • run at different paces; • finish the course, even if they feel tired and need to slow down their pace; • turn their bodies to face the new direction in which they will run; • consider how the hare would feel when trying to escape; • bend their knees to take off; • show equality through taking turns, as suggested by an adult; • follow instructions to take part in athletics activities; • take inspiration from several choices. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • straighten their knees to spring up using both legs at the same time; • encourage their partner to do their best, especially if they find something challenging; • keep their eye on the target, to focus their aim;

	<ul style="list-style-type: none"> • throw overarm, using different objects, with good control; • throw overarm for distance, with some accuracy; • attempt to catch an object, using many of the correct techniques; • move and position themselves when trying to catch an object; • catch different objects with some success; <p>• bounce a ball on a spot and sometimes catch it;</p> <p>• bounce a ball to a partner, with some control over the height or distance travelled;</p> <p>• use different skills they have learnt in a range of games, with good success;</p> <p>• begin to know how to evaluate their performance.</p> <p>Some children will be able to:</p> <ul style="list-style-type: none"> • consistently roll a ball along a line with control; • consistently stop a rolling ball two-handed or one-handed, showing excellent reactions; • consistently reach an intended target with a rolling ball; • throw underarm, using different objects, with excellent control consistently; • throw underarm towards a target, with excellent accuracy; • throw overarm, using different objects, with excellent control consistently; • throw overarm for distance, with excellent accuracy; • use many of the correct techniques to catch an object that has been thrown by themselves or thrown by a partner; • consistently move and position themselves when trying to catch an object, showing excellent reactions; • consistently catch different objects, thrown from different distances; • bounce a ball on a spot and consistently catch it; • bounce a ball to a partner with control and accuracy, showing ability to affect the height, distance or speed of the pass; 	<p>can take part with some success;</p> <ul style="list-style-type: none"> • use the different skills they have learnt in a range of different target games, with some success and proficiency; • know what a tactic is and, with support, can use them in a game; • begin to display elements of teamwork in a game; • evaluate their performance, with support. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • change the speed of the ball they are rolling, appropriate to the activity; • often hit the target with a rolling ball and sometimes when positioned further away; • have some success when taking part in games that involve rolling, including team games; • know how to carry out an underarm throw and can do this with good accuracy; • aim for a stationary target using an underarm throw with good accuracy and success; • make important contributions to the group when designing a successful underarm throwing game; • know how to carry out an underarm throw, aiming for a moving target, and can do this with good success and accuracy; • avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with good success; • play a game that involves aiming at moving targets with good success and outcomes; • know how to carry out an underarm throw, aiming for a target, and can do this with good success and accuracy; • know how to carry out an overarm throw, for distance, and can do this with good success; • usually choose the most appropriate throw to use based on the situation, with good success and outcomes; 	<p>always throw accurately to reach the target;</p> <ul style="list-style-type: none"> • attempt to score points in a game; • use a defending skill against the attacking team; • identify a skill that they are good at. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • explain the role of an attacker or defender in a game and take on either role correctly; • move into a suitable space away from a defender when playing a game; • identify spaces in a game and make some use of them to help their team; • stay close to and move with the player they are marking; • mark a player during a game; • find and move into spaces to get away from a defender; • position themselves between two opponents, to help defend in a game; • watch passes being made and can intercept the ball; • talk about how they feel after exercise and compare this to how they felt before; • move in different directions to dodge a defender; • change the speed of their movements to dodge a defender; • use changes of speed and direction, in ways that will help their team in a game; • make eye contact regularly with other players, before passing or receiving a ball; • find open space to receive a pass; • look for players in open spaces to pass the ball to; • look at their target to aim their throw and can usually throw close to the target; 	<p>Most children should be able to:</p> <ul style="list-style-type: none"> • recognise and describe how the body feels during and after physical activity; • begin to use and understand the terms attacking and defending; • throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; • kick a ball, using the correct technique whilst moving, with some control and fluency; • pass a ball in different ways, using the correct technique, with some control and accuracy; • use throwing, catching and kicking skills in a game with increasing confidence and success; • begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking; • increasingly choose and use the best space in a game, including passing to a player who is in space; • perform learnt skills with increasing control; • follow rules to play different games and understand the importance of having them; • show good teamwork in competitive situations. <p>Some children will be able to:</p>	<ul style="list-style-type: none"> • balance and take the weight on their hands and feet and move at different levels • crab walk • do a supported handstand • copy and create movement sequences with a clear start and finish • move with agility, balance and coordination • evaluate their own and others work to improve • compete with their classmates • describe and understand things we can do to stay healthy • say how they feel before, during and after exercise <p>Some children will be able to:</p> <ul style="list-style-type: none"> • egg roll and come up to standing • sideways shoulder roll • forward roll without the head touching the mat • forward roll from standing or squat positions back to a standing or squat position • balance on one small point • support a partner to balance • straight jump and run and jump from a springboard • move from a backwards bridge shape into a forwards bridge shape • execute a full back bend bridge 	<ul style="list-style-type: none"> • remain motivated to keep trying to achieve excellence, even when they are finding it hard; • set off at a sustainable pace; • remain motivated to keep trying to reach their goal, even when they are finding it hard; • use their foot to push off in the new direction; • consider how the hare shows courage, by thinking quickly to escape, even when it must feel very scared; • bend their knees to take off; lean forward, swinging their arms back when jumping; • show equality by making sure all their group members have a turn; • take part in athletic activities; with prompting, remembers some of the techniques from previous lessons; • take inspiration from animal behaviour in order to develop their athletics skills. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • use their arms and legs at the same time to jump as high as possible; make decisions with a partner, compromising where needed; • keep their eye on the target, to focus their aim; • bring their opposite leg forward as they bring their arm forward to release the ball; • challenge themselves to achieve greater accuracy - even if at first they find it easy, they continue to look for greater challenges
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	<ul style="list-style-type: none"> • use different skills they have learnt in a range of games, with great success; • evaluate their performance and are beginning to know what to do next to improve. <p>Session 2: Gymnastics: Under the Sea: All children should be able to:</p> <ul style="list-style-type: none"> • copy balances on a range of body parts; • say what is good about a partner's performance; • match the actions of their partner and copy a paired balance correctly; • perform a paired balance on a piece of apparatus; • demonstrate at least one type of roll correctly; • show some control when they are rolling; • perform at least one type of jump correctly, showing a clear body shape in the air; • jump off apparatus with support and land safely; • copy, remember and perform three different movements to make a sequence; • describe a sequence and say what is good about it; • work with a partner to copy, remember and perform three different movements to make a matching sequence; • show some control when performing simple balances, jumps and rolls. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • create their own shapes on a range of body parts and hold balances still; • identify which part of a performance may need to be improved; • work with a partner to create their own matching balance; • perform paired balances on different pieces of equipment; • demonstrate three different types of roll correctly, including a curled side roll; 	<ul style="list-style-type: none"> • know how to kick a ball for accuracy, aiming for a target, and can do this with good success; • play a game that involves kicking at targets, with good success and outcomes; • use the different skills they have learnt in a range of different target games, with good success and proficiency; • know what a tactic is and begin to use them appropriately in a game; • display elements of teamwork in a game; • begin to evaluate their performance. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • consistently and accurately roll a ball at different speeds, appropriate to the activity; • consistently hit the target with a rolling ball including when positioned further away and in a game scenario; • have good success when taking part in games that involve rolling, including team games; • know how to carry out an underarm throw and can consistently do this with great accuracy; • aim for a stationary target using an underarm throw with excellent accuracy and success; • play a pivotal role in the group in helping to design a successful and popular game that involves throwing underarm; • know how to carry out an underarm throw, aiming for a moving target, and can consistently do this with great success and accuracy; • avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with excellent success; • skilfully play a game that involves aiming at moving targets, with excellent success and outcomes at hitting a target; • know how to carry out an underarm throw, aiming for a 	<ul style="list-style-type: none"> • use attacking skills that they have learnt and apply these to score points in a game; • use some attacking and defending tactics; • identify a skill that they are good at and one area in need of improvement. <p>Some children will be able to:</p> <ul style="list-style-type: none"> • explain the role of an attacker and defender and can describe some attacker and defender techniques that they used within a game; • move into useful spaces when playing a game and explain why they may be useful; • identify spaces during a game and use them effectively to help their team; • continually mark a player, moving with them and anticipating moves that they might make; • mark a player effectively during a game; • make effective use of space and techniques to move away from a defender; • position themselves between opponents, changing position as needed, to help defend in a game; • watch passes being made and anticipate where to move to, to intercept the ball; • move in different directions to dodge a defender, giving consideration to the direction in order to gain advantage in a game; • change speed to dodge and outwit a defender; • choose and use attacker and defender tactics within a game, e.g. dodging, feinting direction, marking and blocking; • consistently use eye contact and other forms of 	<ul style="list-style-type: none"> • describe how the body feels during and after a range of physical activities and begin to explain why; • use, understand and explain the terms attacking and defending; • throw and catch a ball with a partner using different techniques and demonstrate the best pass to make in a game; • kick a ball whilst moving including changing direction and speed, with control and confidence; • pass a ball in different ways over a range of distances, demonstrating control and accuracy; • confidently use throwing, catching and kicking skills in a game with control and accuracy; • perform learnt skills with good control; • consistently apply a range of attacking and defending skills in a game successfully; • use space well to pass and receive a ball; • know how to make or deny space in a game when attacking and defending; • follow more complex rules in games and explain the importance of having them; • work effectively as part of a team. <p>Session 2: Dance: Plants All children should be able to:</p>	<ul style="list-style-type: none"> • do an unsupported handstand • go from a handstand into a forward roll • move into a handstand from different positions • create a movement sequence that reflects a theme • describe how their performance has improved over time • move with greater control and coordination <p>Session 2: Multi Skills: Bats and Balls All children should be able to:</p> <ul style="list-style-type: none"> • hold a tennis racket with some support and show some control when hitting a ball; • hit a ball forwards towards a target; • throw a ball underarm over a short distance; • show some consistency when hitting a ball that has been thrown to them; • combine their skills to play a modified version of a competitive game against a partner; • understand the tactic that they have practised and try to apply it in a competitive game; • hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target; • use the correct technique to roll a ball, beginning to show some control of its direction; • use a cricket bat to hit a ball that has been rolled to them from a short distance; • throw a ball overarm using a modified technique; 	<ul style="list-style-type: none"> and strive for excellence; • set off at a sustainable pace and switch back to this pace after running at their fastest; • continue challenging themselves to achieve greater distances - even if at first they find it easy, they look for greater challenges by pushing themselves and showing determination; • change direction using their foot to push off, without significantly losing pace; • consider how the hare shows courage by staying still when a predator is nearby and judging the exact moment when to start running; • bend their knees to take off; lean forward, swinging their arms back when jumping; swing their arms forward to propel themselves through the air; • show equality and fairness by making sure all group members have a turn; demonstrate some awareness that some team members might need the equipment changed to make it fairer for them; • take part in athletic activities, confidently showing their skills from previous lessons; • take inspiration from animal behaviour to develop their own event that develops their athletics skills. <p>Session 2: Dance - Leavers All children should be able to:</p>
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	<ul style="list-style-type: none"> • show control when performing log, teddy bear and curled side rolls; • perform at least two types of jump correctly, showing a clear body shape in the air; • jump off apparatus independently and land safely; • Can compose, remember and perform their own sequence containing at least one roll, balance and jump; • describe what is good about a sequence and identify an area for improvement; • work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump; • show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow. <p>•</p> <p>Some children will be able to:</p> <ul style="list-style-type: none"> • demonstrate interesting and controlled balances on a range of body parts; • describe what changes need to be made to improve a performance; • work with a partner to create a range of matching balances on a variety of body parts and in various positions; • adapt their paired balance to suit particular pieces of apparatus and to incorporate changes of level; • demonstrate a wide variety of rolls correctly, including a crouched forward roll; • show good control when they are rolling in different ways and explain what they need to do to improve certain types of roll; • perform all three jumps correctly (jumping jack, tuck and straight jump with a half turn), showing a clear body shape in the air; • perform controlled jumps while on apparatus and dismount from apparatus, landing safely; • compose, remember and perform their own sequence containing a variety of movements and changes of level and direction; • describe what is good about a sequence, identify areas for 	<p>target, and can consistently do this with great success and accuracy;</p> <ul style="list-style-type: none"> • know how to carry out an overarm throw, for distance, and can consistently do this with great success; • capably choose the most appropriate throw to use based on the situation, with excellent success and outcomes; • know how to kick a ball for accuracy, aiming for a target, and can consistently do this with great success; • skilfully play a game that involves kicking at targets, with excellent success and outcomes; • use the different skills they have learnt in a range of different target games, with great success and proficiency; • know what a tactic is and use them successfully in a game; • display effective teamwork in a game, taking on a pivotal role; • evaluate their performance and are beginning to know what they need to do next to improve. <p>Session 2: Circuit Training</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • change the direction of their movements; • identify an activity they are good at; • perform more than one type of jump correctly; • answer some questions about how they feel after exercise; • perform an underarm throw towards a target; • identify similarities between their own performance and that of someone else; • combine skills within an activity which has been slightly modified; • identify which skills are needed for a particular activity with support; 	<p>communication with teammates, to help with passing or receiving;</p> <ul style="list-style-type: none"> • find open space to receive a pass, moving to other open spaces as needed, e.g. if defenders mark or occupy their space; • look for players in open spaces, making appropriate judgements about which player is the best person to pass to; • aim their throw accurately and consistently reach their intended target; • consistently use attacking skills that they have learnt and apply these to score points in a game; • be an effective player, using both attacking and defending tactics; • confidently identify skills that they are good at and areas that need improvement and discuss these with peers. <p>Session 2: Dance (Miss Wendy)</p> <p>All children should be able to:</p> <ul style="list-style-type: none"> • move freely to music; • move in the wider space; • move in their personal space; • move fast and slow; • move high and low; • move with light and heavy movements; • pretend to move with an object; • pretend to be an object; • copy and repeat movements; • change movements when prompted; • make a shape; • work on their own; • use expressions to communicate feelings; • describe movements; • roll; • say if they like some music or a movement. 	<ul style="list-style-type: none"> • copy and repeat movements to form a simple motif; • perform some actions in unison and canon; • copy the movements and body shapes of others to represent a plant growing; • answer simple questions about the performance of others with support; • copy the movements of other members of their group; • move their body showing some control; • combine given movements to create a dance based on plants; • create some appropriate body shapes and make some movements that show awareness of the music; • copy the movements of others to represent different parts of a story; • answer questions about their performance with some support; • copy the movements of others to represent different parts of a story and perform them in unison with a partner; • perform a whole dance with some prompting. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • use and remember their own movements as part of a motif to show preparing a garden; • perform a range of movements in canon and unison; • use different movements and body shapes to represent a plant growing; • evaluate the performance of others 	<p>watch a partner and answer some questions about their performance;</p> <ul style="list-style-type: none"> • cooperate with others to play a team game, taking on different roles with support. <p>Most children should be able to:</p> <ul style="list-style-type: none"> • hold a racket correctly and use it to hit a ball with control; • hit a ball to a target with increasing accuracy; • throw a ball underarm showing some accuracy when aiming for a partner's racket; • hit a ball that has been thrown to them, showing some control of the direction; • combine their skills to play a competitive game against a partner; • apply a practised tactic to help them to win a competitive game; • hold a cricket bat correctly and use it to control and hit a ball to a target; • use the correct technique to roll a ball accurately to a partner; • use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit; • use the correct overarm technique to throw a ball forwards; • watch a partner, describe what they are doing well and identify an area for improvement; • cooperate with others to play a team game, taking on different roles within the game. <p>Some children should be able to:</p> <ul style="list-style-type: none"> • hold a racket correctly and show good control when hitting a ball; 	<ul style="list-style-type: none"> • move freely to music; • move in the wider space; • move in their personal space; • move fast and slow; • move high and low; • move with light and heavy movements; • pretend to move with an object; • pretend to be an object; • copy and repeat movements; • change movements when prompted; • make a shape; • work on their own; • use expressions to communicate feelings; • describe movements; • roll; • say if they like some music or a movement. <p>Most children should be able to: make a shape and hold it;</p> <ul style="list-style-type: none"> • make contrasting shapes; • move in contrasting ways; • dance in their personal space and in the wider space; • improvise movement to communicate an idea; • move to the rhythm of the music; • put movement patterns together to create a dance motif;
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	<p>improvement and give a clear explanation to help someone make these improvements;</p> <ul style="list-style-type: none"> work with a partner to compose, remember and perform a matching sequence containing a variety of movements and changes of level and direction; show good control when performing a range of balances, jumps and rolls, and can link movements together creatively to make a sequence flow smoothly. 	<ul style="list-style-type: none"> complete activities modelled to them by a partner; identify their highest and lowest scores; tell a partner what they are doing well in their performance; talk about their scorecard with support. <p>Most children will be able to:</p> <ul style="list-style-type: none"> use a pivot movement to change direction; identify which activities they need to improve; perform different types of jumps with control and use more than one type of jump in an activity; explain how they feel after exercise; show some control and accuracy when rolling a ball and aiming for a target; identify similarities and differences between their own performance and that of someone else; combine skills within an activity; identify which skills are needed for a particular activity; complete activities independently and record their scores; suggest some ways that a partner can improve their performance; identify improvements shown on their scorecard <p>Some children will be able to:</p> <ul style="list-style-type: none"> use a controlled pivot movement to change direction quickly; identify what they need to do to improve their performance in a particular activity; perform and combine different types of jump with control and fluency; 	<p>Most children should be able to: make a shape and hold it;</p> <ul style="list-style-type: none"> make contrasting shapes; move in contrasting ways; dance in their personal space and in the wider space; improvise movement to communicate an idea; move to the rhythm of the music; put movement patterns together to create a dance motif; talk about how music and dancing makes them feel; say what they like about their own and other's movements; say how they could improve their own and other's performances; use movement to communicate feelings; work on their own, with a partner or a group; change between fast and slow movements; change between high and low movements; change between light and heavy movements; move in response to stimuli; remember and repeat movement patterns; communicate an idea in different ways; roll in different ways; move with coordination and control. <p>Some children will be able to:</p> <ul style="list-style-type: none"> move at high, low and medium levels; move at fast, slow and intermediate speeds; improvise different ideas; demonstrate movements; lead the class in movement in response to stimuli; 	<p>by answering questions, identifying strengths independently and can improve their own performance using ideas from their partner;</p> <ul style="list-style-type: none"> work cooperatively in a group to create suitable movements to represent different types of seeds; perform a range of movements, some at different speeds or levels, showing good body control; use movements from their previous learning to create a dance based on plants; perform a range of body movements and shapes and perform some of these in time with the music; create and remember suitable movements to represent the different parts of a story and perform some of these at different speeds and levels. talk about what they have done well in their performances and begin to show ideas on how to improve their own dances; create suitable movements to represent different parts of a story and perform them in a mixture of canon and unison; remember the structure of a whole dance and perform it independently. <p>Some children will be able to:</p> <ul style="list-style-type: none"> create a range of suitable movements and remember and perform these, in both canon and unison, as 	<ul style="list-style-type: none"> hit a ball accurately to a target set at varying lengths; throw a ball underarm accurately for a partner to hit; hit a ball that has been thrown to them, showing control of the speed and direction; demonstrate excellent ability when combining their skills to play a competitive game against a partner; apply a practised tactic consistently and successfully to help them to win a game; hold a cricket ball correctly, showing good ball control including when hitting a target; use the correct technique to roll a ball accurately, varying distance and direction with control; can use a cricket bat to hit a ball that has been rolled to them, showing careful control of speed and direction; use the correct overarm technique to throw a ball, showing good control of its path; watch a partner, describe what they are doing well and clearly explain how they could improve their performance; cooperate with others to play a team game, showing excellent ability in all roles within the game. 	<ul style="list-style-type: none"> talk about how music and dancing makes them feel; say what they like about their own and other's movements; say how they could improve their own and other's performances; use movement to communicate feelings; work on their own, with a partner or a group; change between fast and slow movements; change between high and low movements; change between light and heavy movements; move in response to stimuli; remember and repeat movement patterns; communicate an idea in different ways; roll in different ways; move with coordination and control. <p>Some children will be able to:</p> <ul style="list-style-type: none"> move at high, low and medium levels; move at fast, slow and intermediate speeds; improvise different ideas; <p>demonstrate movements;</p>
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		<ul style="list-style-type: none"> • describe and compare how they feel before and after exercise; • show good control when rolling a ball and aiming for a target; • talk about what they have learnt from watching other people and how they will use this to improve their own performance; • combine skills within an activity and move between them with control and fluency; • explain how skills are used within an activity and identify which activities require more than one skill; • assist their peers by clearly explaining how to complete activities and record scores correctly; • evaluate their performance and talk about what changes they could make to improve their scores; • explain how they have used feedback from a partner to improve their performance; • explain which activities show the greatest/least improvement in their performance and give possible reasons why. 	<ul style="list-style-type: none"> • create movement patterns and improve them; • move smoothly between movement patterns; • improve their dance movements; • say why music or dance makes them feel a certain way; • support a partner to improve their dance; • move in a way that clearly expresses their ideas; • transition smoothly from moving to holding a shape; • change the dynamics of their movement quickly and with coordination and control; • communicate effectively with their partners through dance. 	<p>part of a motif to show preparing a garden;</p> <ul style="list-style-type: none"> • adapt their motif to include changes of level and add appropriate facial expressions; • demonstrate a wide variety of movements and body shapes to represent a plant growing, including pauses and changes of speed when appropriate; • give a detailed evaluation of the performance of others, including areas for improvement and can make improvements to their own performance from their observations and feedback; • suggest how their group might adapt their movements to include changes of speed, level or direction; • create clear body shapes, performing a range of controlled movements at different speeds and levels; • use a variety of movements to create an imaginative dance based on plants which includes changes of speed and levels; • perform and transition between a range of body movements and shapes, showing a good awareness of timing when performing with music; • adapt and improve their movements, performing them confidently at different speeds and 		<ul style="list-style-type: none"> • lead the class in movement in response to stimuli; • create movement patterns and improve them; • move smoothly between movement patterns; • improve their dance movements; • say why music or dance makes them feel a certain way; • support a partner to improve their dance; • move in a way that clearly expresses their ideas; • transition smoothly from moving to holding a shape; • change the dynamics of their movement quickly and with coordination and control; • communicate effectively with their partners through dance.
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				<p>levels and can add suitable facial expressions when appropriate;</p> <ul style="list-style-type: none">• identify what they have done well with some detail and explain how to improve a performance;• adapt and improve their movements, performing them in both canon and unison and add suitable facial expressions where appropriate;• clearly explain the structure of a whole dance and perform it confidently and independently		
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