

National Curriculum Objectives

1. use running, jumping, throwing and catching in isolation and in combination
2. play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
3. develop flexibility, strength, technique, control and balance
4. perform dances using a range of movement patterns
5. take part in outdoor and adventurous activity challenges both individually and within a team
6. compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 4 Only -

1. swim competently, confidently and proficiently over a distance of at least 25 metres
2. use a range of strokes effectively
3. perform safe self-rescue in different water-based situations.

Skills and Behaviours: General Overview

Acquiring Skills		Personal and Social Development		Applying Skills		
1. Warms up prior to exercise and is able to sustain performance over periods of time 2. Has a sense of anticipation; can find space and is aware of others 3. Demonstrates agility, balance, coordination and precision 4. Performs with control and poise 5. Understands how to work alongside and against others when attacking and defending 6. Links skills to perform actions and sequences of movement		1. Communicates effectively and listens to others 2. Thinks creatively to find solutions to challenges 3. Works well with others in a range of contexts 4. Reflective and able to recognise success in self and others 5. Evaluates the work of others using correct technical language 6. Demonstrates leadership skills		1. Enjoys competing and challenging him/herself to improve 2. Applies skills effectively in different situations and within a range of physical activities 3. Is self-motivated and physically confident and actively engages in competitive situations 4. Demonstrates specific tactical/performance awareness. 5. Demonstrates understanding and interpretation of rules and accepts decisions given 6. Demonstrates sporting values		
	Acquiring Skills		Personal and Social Development		Applying Skills	
	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
1	Joins in warm ups enthusiastically and shares ideas with others. Can sustain intensity during physical activity.	Can lead a warm up with a partner and explain the importance of warming up. Can sustain intensity during more exacting physical activity.	Listens to the opinions of others and can communicate verbally and non-verbally to show what they want.	Listens to the opinions of others and can communicate persuasively verbally and non-verbally to show what they want.	Is a good listener and possesses a desire to improve	Is excited by new opportunities and demonstrates a good work ethic

2	<p>Is usually in a position of readiness and focused</p> <p>Doesn't crowd around the ball.</p> <p>Is able to find space to receive passes.</p>	<p>Is often in a position of readiness.</p> <p>Uses the width of the pitch.</p>	<p>Can solve a problem independently to a solution given time to think.</p>	<p>Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group</p>	<p>Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum</p>	<p>Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum</p>
3	<p>Is able to change direction off either foot and can perform a range of skills accurately and consistently.</p>	<p>Is able to change direction off either foot.</p> <p>Performs a wide range of skills accurately and consistently.</p>	<p>Works well with both sexes and shows support for children less able.</p>	<p>Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team.</p>	<p>Is a team player who shows a desire to do well personally and for the team.</p> <p>Enjoys the challenge of competition.</p>	<p>Highly self- motivated he/she is confident and enjoys competition</p>
4	<p>Takes time when in possession and when executing skills.</p>	<p>Can carry out skills efficiently without rushing.</p>	<p>Knows how they have performed</p>	<p>Able to identify Most Valuable Player based on the school games Values.</p>	<p>Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum.</p>	<p>Is an astute thinker and organiser who maximises their team or group's performance by communicating and taking quick and decisive action</p>
5	<p>Moves forward to support at appropriate times and works hard to get behind the ball when defending.</p>	<p>Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence.</p>	<p>Can explain what others have done well using some technical vocabulary.</p>	<p>Can say what is good and needs improving using reasoning.</p>	<p>Knows lots of the rules of games and abides by rules and decisions given the vast majority of the time.</p>	<p>Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance.</p>

6	Can perform at least 2 skills in tandem.	Moves safely in response to others whilst performing a number of skills.	Is competitive and able to motivate others to perform to the best of their ability	Is resilient and able to keep a team going in the face of adversity at all times displaying school games values.	Works fairly and to the best of their own ability whilst being supportive of others.	Sets an example insisting that all try their best and play fairly
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Skills and Behaviours: Activity Specific

Striking and Fielding: Cricket	Outdoor Adventurous Activities	Dance	Invasion Games	Net and Wall: Badminton and Tennis	Athletics	Gymnastics
<p><u>Batting</u></p> <p>Striking to the off side.</p> <p>Different calls when running.</p> <p>Knows to call when running between the wicket/ bases</p> <p><u>Ground fielding</u></p> <p>Catching high ball.</p> <p>Long barrier and overarm return with backing up.</p> <p>Knows where to position self to back up effectively.</p> <p><u>Bowling</u></p>	<p><u>Physical activity and map reading</u></p> <p>Basic orienteering and running activities matching symbols</p> <p>Knows Ordnance Survey symbols and to exert self to achieve goals</p> <p><u>Team challenges</u></p> <p>Activities when blindfolded and using apparatus</p> <p>Knows how to give very clear instructions to keep a partner safe.</p>	<p><u>Choreography</u></p> <p>Can create a sustained series of actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music.</p> <p>ACTION: Travel, stillness, gesture, jump, turn</p> <p>SPACE: Show changes in level, direction and pathway</p> <p>RELATIONSHIP: Individually and with others: unison, mirror and canon</p> <p>DYNAMICS: Show changes in speed, weight and</p>	<p><u>Sending</u></p> <p>Pass over medium distances and move away from opponents</p> <p>Knows how to lose an opponent</p> <p><u>Receiving</u></p> <p>Moving into space</p> <p>Knows how to signal when want to receive</p> <p><u>Attacking</u></p> <p>Shielding a ball from an opponent.</p> <p>Knows how to position body between and opponent and the ball to retain possession</p>	<p><u>Moving around court</u></p> <p>Ready position singles. Moves into the net and behind baseline.</p> <p>Knows to move back into the centre of the court</p> <p><u>Racket control</u></p> <p>Bounce ball continuously on forehand and backhand</p> <p>Knows how to cushion the impact and to develop a soft feel for the ball</p> <p><u>Range of shots</u></p> <p>Can strike from own feed on forehand and</p>	<p><u>SAQ</u></p> <p>More complex foot drills in ladders.</p> <p>Knows that SAQ can bring improvements in coordination</p> <p><u>Jumps</u></p> <p>High Jump (take off foot with scissor leap)</p> <p>Hurdle keeping same lead leg each time and using arms to sprint between hurdles.</p> <p>Knows which is take off foot</p> <p><u>Running</u></p>	<p>Can warm up a small group of other effectively</p> <p><u>Floor work</u></p> <p>Can perform more complex sequences with smooth transitions</p> <p>Knows that working at different levels provides aesthetic variety.</p> <p><u>Apparatus</u></p> <p>Can perform sequences that flow, displaying multiple skills and a range of dynamics</p>

<p>Bowling for pace, with a run up</p> <p>Knows that they need to bowl from close in to the stumps and follow through</p> <p><u>Wicket keeping / backstop</u></p> <p>Taking ball on off or leg side</p> <p>Knows how to step across to leg or off side without stepping backwards to take the ball</p>	<p><u>Problem solving</u></p> <p>Solve problems through discussion, doing and evaluating</p> <p>Knows how to listen to all ideas and plan an activity before undertaking it</p>	<p>expression of movement</p> <p>Knows how to use space and relationships between dancers</p> <p><u>Performance</u></p> <p>Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.</p> <p>Knows how to refine and clarify movements, through movement phrases and genres.</p>	<p><u>Defending</u></p> <p>Tracking an opponent.</p> <p>Defending as a team</p> <p>Knows how to position your body to be aware of where the ball is and where opponents are.</p>	<p>backhand and sometimes from a partner's feed.</p> <p>Knows how to get into the best position to return a ball successfully.</p> <p>Can vary strength of shots.</p> <p><u>Game play</u></p> <p>Singles rallies.</p> <p>Knows when to attack and when to defend</p>	<p>Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish.</p> <p>Relay - transfer baton on move.</p> <p>Knows how to transfer relay batons whilst in motion</p> <p><u>Throwing</u></p> <p>Bound and coil.</p> <p>Throw from short run up</p> <p>Knows why a run up can add momentum to a throw</p>	<p>Knows how to use various dynamic effects to create aesthetically pleasing movement</p>
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How we achieve these

Year 3

Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Health Related Fitness	Theme: Athletics	Theme: Gymnastics – Rolling and Travelling low	Theme: Badminton	Theme: OAA	Theme: Cricket
NC Reference: -use running, jumping, throwing and catching in isolation and in combination	NC Reference: -use running, jumping, throwing and catching in isolation and in combination	NC Reference: -develop flexibility, strength, technique, control and balance	NC Reference: -play competitive games, modified where appropriate and apply basic principles suitable	NC Reference: -take part in outdoor and adventurous activity challenges	NC Reference: -play competitive games, modified where appropriate and apply basic principles

<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>for attacking and defending</p> <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>both individually and within a team</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>suitable for attacking and defending</p> <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p>Skills: Joins in warm ups enthusiastically and shares ideas with others.</p> <p>Can sustain intensity during physical activity.</p> <p>Knows how they have performed</p> <p>Is a good listener and possesses a desire to improve</p> <p><u>SAQ</u></p> <p>More complex foot drills in ladders.</p>	<p>Skills: Is able to change direction off either foot and can perform a range of skills accurately and consistently.</p> <p>Works well with both sexes and shows support for children less able.</p> <p>Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum.</p>	<p>Skills: Can perform at least 2 skills in tandem.</p> <p>Can explain what others have done well using some technical vocabulary.</p> <p>Works fairly and to the best of their own ability whilst being supportive of others.</p>	<p>Skills: Moves forward to support at appropriate times and works hard to get behind the ball when defending.</p> <p>Can solve a problem independently to a solution given time to think.</p> <p>Knows lots of the rules of games and abides by rules and decisions given the vast majority of the time.</p> <p><u>Moving around court</u></p>	<p>Skills: Takes time when in possession and when executing skills.</p> <p>Listens to the opinions of others and can communicate verbally and non-verbally to show what they want.</p> <p>Is a team player who shows a desire to do well personally and for the team.</p> <p>Enjoys the challenge of competition.</p>	<p>Skills: Is usually in a position of readiness and focused</p> <p>Doesn't crowd around the ball.</p> <p>Is able to find space to receive passes.</p> <p>Is competitive and able to motivate others to perform to the best of their ability</p> <p>Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum</p>

<p>Knows that SAQ can bring improvements in coordination</p> <p><u>Jumps</u></p> <p>High Jump (take off foot with scissor leap)</p> <p>Hurdle keeping same lead leg each time and using arms to sprint between hurdles.</p> <p>Knows which is take off foot</p> <p><u>Running</u></p> <p>Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish.</p> <p>Relay - transfer baton on move.</p> <p>Knows how to transfer relay batons whilst in motion</p> <p><u>Throwing</u></p> <p>Bound and coil.</p> <p>Throw from short run up</p> <p>Knows why a run up can add momentum to a throw</p>	<p><u>SAQ</u></p> <p>More complex foot drills in ladders.</p> <p>Knows that SAQ can bring improvements in coordination</p> <p><u>Jumps</u></p> <p>High Jump (take off foot with scissor leap)</p> <p>Hurdle keeping same lead leg each time and using arms to sprint between hurdles.</p> <p>Knows which is take off foot</p> <p><u>Running</u></p> <p>Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish.</p> <p>Relay - transfer baton on move.</p> <p>Knows how to transfer relay batons whilst in motion</p>	<p>Can warm up a small group of others effectively</p> <p><u>Floor work</u></p> <p>Can perform more complex sequences with smooth transitions</p> <p>Knows that working at different levels provides aesthetic variety.</p> <p><u>Apparatus</u></p> <p>Can perform sequences that flow, displaying multiple skills and a range of dynamics</p> <p>Knows how to use various dynamic effects to create aesthetically pleasing movement</p>	<p>Ready position singles. Moves into the net and behind baseline.</p> <p>Knows to move back into the centre of the court</p> <p><u>Racket control</u></p> <p>Bounce ball continuously on forehand and backhand</p> <p>Knows how to cushion the impact and to develop a soft feel for the ball</p> <p><u>Range of shots</u></p> <p>Can strike from own feed on forehand and backhand and sometimes from a partner's feed.</p> <p>Knows how to get into the best position to return a ball successfully.</p> <p>Can vary strength of shots.</p> <p><u>Game play</u></p> <p>Singles rallies.</p> <p>Knows when to attack and when to defend</p>	<p><u>Physical activity and map reading</u></p> <p>Basic orienteering and running activities matching symbols</p> <p>Knows Ordnance Survey symbols and to exert self to achieve goals</p> <p><u>Team challenges</u></p> <p>Activities when blindfolded and using apparatus</p> <p>Knows how to give very clear instructions to keep a partner safe.</p> <p><u>Problem solving</u></p> <p>Solve problems through discussion, doing and evaluating</p> <p>Knows how to listen to all ideas and plan an activity before undertaking it</p>	<p><u>Batting</u></p> <p>Striking to the off side.</p> <p>Different calls when running.</p> <p>Knows to call when running between the wicket/ bases</p> <p><u>Ground fielding</u></p> <p>Catching high ball.</p> <p>Long barrier and overarm return with backing up.</p> <p>Knows where to position self to back up effectively.</p> <p><u>Bowling</u></p> <p>Bowling for pace, with a run up</p> <p>Knows that they need to bowl from close in to the stumps and follow through</p> <p><u>Wicket keeping / backstop</u></p> <p>Taking ball on off or leg side</p> <p>Knows how to step across to leg or off side without</p>
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	<p><u>Throwing</u> Bound and coil. Throw from short run up Knows why a run up can add momentum to a throw</p>				stepping backwards to take the ball
<p>Vocabulary: Aerobic Anerobic Exercise Flexibility Intensity Muscular Endurance Muscular Strength Plyometric Stamina Technique</p>	<p>Vocabulary: Agility Balance Coordination High Jump Javelin Long jump Pull throw Push throw Relay Running Speed bounce Triple jump</p>	<p>Vocabulary: Agility Balance Link Movements Patches Points Posture Rolls Spins Transitions Low High Variety</p>	<p>Vocabulary: Accuracy Backhand Clear Backhand Serve Drop Shot Forehand Clear Overhead Clear Overhead Smash Racket Rally Server Shuttlecock</p>	<p>Vocabulary: Communication Compass Navigation Ordnance Survey Organisation Orienteering Problem Solutions Strategy Teamwork</p>	<p>Vocabulary: Batting Bowling Catching Crease Fielding Pull Shot Stumps Throwing Wicket Keeper Wickets</p>
Year 4					
Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme: Football	Theme: Athletics	Theme: Gymnastics – Linking movements together	Theme: Volleyball	Theme: Tennis	Theme: Cricket
NC Reference: -play competitive games, modified where appropriate and apply basic principles	NC Reference: -use running, jumping, throwing and catching in isolation and in combination	NC Reference: -develop flexibility, strength, technique, control and balance	NC Reference: -play competitive games, modified where appropriate and apply basic principles suitable	NC Reference: -play competitive games, modified where appropriate and apply basic	NC Reference: - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

<p>suitable for attacking and defending</p> <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>principles suitable for attacking and defending</p> <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>-use running, jumping, throwing and catching in isolation and in combination</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
<p>Skills: Moves safely in response to others whilst performing a number of skills.</p> <p>Is resilient and able to keep a team going in the face of adversity at all times displaying school games values.</p> <p>Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance.</p>	<p>Skills: Can lead a warm up with a partner and explain the importance of warming up.</p> <p>Can sustain intensity during more exacting physical activity.</p> <p>Can say what is good and needs improving using reasoning.</p> <p>Is excited by new opportunities and</p>	<p>Skills: Can carry out skills efficiently without rushing.</p> <p>Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team.</p> <p>Can work both independently and as</p>	<p>Skills: Is able to change direction off either foot.</p> <p>Performs a wide range of skills accurately and consistently.</p> <p>Listens to the opinions of others and can communicate persuasively verbally and non-verbally to show what they want.</p>	<p>Skills: Is often in a position of readiness.</p> <p>Uses the width of the pitch.</p> <p>Able to identify Most Valuable Player based on the school games Values.</p> <p>Highly self- motivated he/she is confident</p>	<p>Skills: Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence</p> <p>Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group</p> <p>Is an astute thinker and organiser who maximises their team or group's</p>

<p><u>Sending</u> Pass over medium distances and move away from opponents Knows how to lose an opponent</p> <p><u>Receiving</u> Moving into space Knows how to signal when want to receive</p> <p><u>Attacking</u> Shielding a ball from an opponent. Knows how to position body between and opponent and the ball to retain possession</p> <p><u>Defending</u> Tracking an opponent. Defending as a team Knows how to position your body to be aware of where the ball is and where opponents are.</p>	<p>demonstrates a good work ethic</p> <p><u>SAQ</u> More complex foot drills in ladders. Knows that SAQ can bring improvements in coordination</p> <p><u>Jumps</u> High Jump (take off foot with scissor leap) Hurdle keeping same lead leg each time and using arms to sprint between hurdles. Knows which is take off foot</p> <p><u>Running</u> Middle distance pacing and sprinting – starting a race, good form during the race and dip at finish. Relay - transfer baton on move.</p>	<p>part of a team and transfers skills seamlessly across the majority of the PE curriculum</p> <p>Can warm up a small group of others effectively</p> <p><u>Floor work</u> Can perform more complex sequences with smooth transitions Knows that working at different levels provides aesthetic variety.</p> <p><u>Apparatus</u> Can perform sequences that flow, displaying multiple skills and a range of dynamics Knows how to use various dynamic effects to create aesthetically pleasing movement</p>	<p>Sets an example insisting that all try their best and play fairly</p> <p><u>Moving around court</u> Ready position singles. Moves into the net and behind baseline. Knows to move back into the centre of the court</p> <p><u>Hand control</u> Continually be able to set ball between partner and self Knows how to cushion the impact and to develop a soft feel for the ball</p> <p><u>Range of shots</u> Can strike from own feed using a set shot and dig shot, and sometimes from a partner's feed. Knows how to get into the best position to return a ball successfully. Can vary strength of shots.</p>	<p>and enjoys competition</p> <p><u>Moving around court</u> Ready position singles. Moves into the net and behind baseline. Knows to move back into the centre of the court</p> <p><u>Racket control</u> Bounce ball continuously on forehand and backhand Knows how to cushion the impact and to develop a soft feel for the ball</p> <p><u>Range of shots</u> Can strike from own feed on forehand and backhand and sometimes from a partner's feed. Knows how to get into the best position to return a ball successfully.</p>	<p>performance by communicating and taking quick and decisive action</p> <p><u>Batting</u> Striking to the off side. Different calls when running. Knows to call when running between the wicket/ bases</p> <p><u>Ground fielding</u> Catching high ball. Long barrier and overarm return with backing up. Knows where to position self to back up effectively.</p> <p><u>Bowling</u> Bowling for pace, with a run up Knows that they need to bowl from close in to the stumps and follow through</p> <p><u>Wicket keeping / backstop</u> Taking ball on off or leg side</p>
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	<p>Knows how to transfer relay batons whilst in motion</p> <p><u>Throwing</u> Bound and coil.</p> <p>Throw from short run up</p> <p>Knows why a run up can add momentum to a throw</p>		<p><u>Game play</u> Team rallies.</p> <p>Knows when to attack and when to defend</p>	<p>Can vary strength of shots.</p> <p><u>Game play</u> Singles rallies.</p> <p>Knows when to attack and when to defend</p>	<p>Knows how to step across to leg or off side without stepping backwards to take the ball</p>
<p>Vocabulary: Drag Dribbling Hook turn Jockey Passing Receiving Retaining Shielding Striking Trapping</p>	<p>Vocabulary: Agility Balance Coordination High Jump Javelin Long jump Pull throw Push throw Relay Running Triple jump</p>	<p>Vocabulary: Arch Asymmetrical Back Support Front Support Bridge Patches Points Routine Symmetrical Unison</p>	<p>Vocabulary: Setter Serve Dig Spike Block Evaluate Ace Technique Rotation Rallies</p>	<p>Vocabulary: Backhand Backswing Forehand Rally Ready Position Return Serve Strike V grip Volley</p>	<p>Vocabulary: Ambidextrous Batting Bowling Crease Fielding Pull Shot Stumps Throwing Wicket Keeper Wickets</p>

Additional units taught by class teachers

Year 3 – Summer A	Year 4 – Spring A
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Theme: Dance – Space	Theme: Dance – Egyptians
NC Reference: Perform dances using a range of movement patterns	NC Reference: Perform dances using a range of movement patterns
<p>Skills:</p> <p>Can perform at least 2 skills in tandem. Can explain what others have done well using some technical vocabulary. Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum.</p> <p><u>Choreography</u></p> <p>Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music.</p> <p>ACTION: Travel, stillness, gesture, jump, turn</p> <p>SPACE: Show changes in level, direction and pathway</p> <p>RELATIONSHIP: Individually and with others: unison, mirror and canon</p> <p>DYNAMICS: Show changes in speed, weight and expression of movement</p> <p>Knows how to use space and relationships between dancers</p> <p><u>Performance</u></p> <p>Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.</p> <p>Knows how to refine and clarify movements, through movement phrases and genres.</p>	<p>Skills:</p> <p>Moves safely in response to others whilst performing a number of skills. Is resilient and able to keep a team going in the face of adversity at all times displaying school games values. Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum.</p> <p><u>Choreography</u></p> <p>Can create a sustained series actions/movements from a range of stimuli including detailed pictures, poems, props or pieces of music.</p> <p>ACTION: Travel, stillness, gesture, jump, turn</p> <p>SPACE: Show changes in level, direction and pathway</p> <p>RELATIONSHIP: Individually and with others: unison, mirror and canon</p> <p>DYNAMICS: Show changes in speed, weight and expression of movement</p> <p>Knows how to use space and relationships between dancers</p> <p><u>Performance</u></p> <p>Have the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.</p> <p>Knows how to refine and clarify movements, through movement phrases and genres.</p>
<p>Vocabulary:</p> <p>Travel Stillness Gesture Level</p>	<p>Vocabulary:</p> <p>Travel Stillness Gesture Level</p>

Lower Key Stage 2 – Physical Education Progression.



Direction	Direction
Pathway	Pathway
Unison	Unison
Mirror	Mirror
Cannon	Cannon
Expression	Expression
Suppleness	Suppleness
Movement phrase	Movement phrase
Movement genre	Movement genre