



# PE - Curriculum Progression

Key Stage 2		
LEARNING PROGRESSION 		
Games	G1 A- I can begin to travel in a variety of directions and for purpose (defending/attacking)	G1 B- I can apply basic skills of traveling for attacking and defending.
	G2 A- I can travel bouncing a ball with some control	G2 B- I can strike a ball with intent and throw it more accurately when bowling and/or fielding.
	G3 A- I can confidently send the ball to others in a range of ways (underarm, chest pass, over arm, over arm and bounce pass)	G3 B- I can show confidence in using ball skills in various ways and can link these together (bouncing and kicking)
	G4 A- I can receive a ball with control when under pressure in game state.	G4 B- I can use running, jumping, throwing and catching in isolation and combination.
	G5 A- I can use skills with coordination and control.	G5 B- I can use skills with coordination, control and fluency.
	G6 A- I can commutate, work as a team and begin to compete during game situations	G6- I can take part in a competitive game.
	G7 A- I can develop my knowledge of games	G7 B- I begin to create my own game using knowledge and skills taught.
	G8 A- I can understand the term possession and when it apply during game play.	G8 B- I begin to use skills to keep possession and control of the ball.
	G9 A- I can choose good places to stand when receiving, and give reasons for their choice	G9 B- I can effectively play a competitive net/wall game.
	G10 A - I can choose and use batting or throwing skills to make the game hard for opponents.	G10 B- I can experiment with different techniques to attack and defend.
	G11 A- I can explain what attacking and defending is.	G11 B- I can begin to show an awareness of when to attack and defend.

# PE - Curriculum Progression

Key Stage 2		
LEARNING PROGRESSION 		
Gym	Gy1 A- I can improve the quality of my rolls, jumps, travel, body shapes and balance.	Gy1 B- I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.
	Gy2 A- I can describe my own work using simple gym vocabulary	Gy2 B- I can begin to use gym vocabulary to describe how to improve and refine performances
	Gy3 A- I can copy, explore and remember a variety of movements and use them to create my own sequence	Gy3 B- I can create gymnastic sequences that meet a theme or set of objectives.
	Gy4 A- I can apply compositional ideas independently and with others to create a sequence.	Gy4 B- I can begin to develop strength, technique and flexibility throughout performances
	Gy5 A- I can begin to develop good technique of taught skills when using equipment.	Gy5 B- I can begin to apply sequences of taught skills to equipment
Dance	D1 A- I can begin to improvise independently to create a simple dance	D1 B- I can improvise with a partner or on my own.
	D2 A- I can begin to improvise with a partner to create a simple dance.	D2 B- I can demonstrate provision and some control in response to stimuli.
	D3 A- I can translate ideas from stimuli to movement with support	D3 B- I can begin to vary dynamics and develop actions and motifs.
	D4 A- I can begin to compare and adapt movements and motifs to create a larger sequence.	D4 B- I can modify a sequence using dance vocabulary as a result of self-evaluation.
	D5 A- I can use simple dance vocabulary to improve and compare work.	D5 B- I can perform dances with rhythm and use spatial awareness.
	D6 A- I can perform dances with an awareness of rhythm on their own or in a group.	D6 B- I understand the need to warm up.

# PE - Curriculum Progression

Key Stage 2		
LEARNING PROGRESSION		
OAA	O1 A- I can begin to develop listening skills when listening to a partner or adult	O1 B- I can develop listening skills.
	O2 A- I can begin to use compass points	O2 B- I can begin to use a simple map.
	O3 A- I can begin to think activities through	O3 B- I can begin to think activities through and problem solve
	O4 A- I can begin to understand how to stay safe	O4 B- I can begin to choose and apply strategies
		O5 B- I can begin to demonstrate an understanding in how to stay safe
Athletics	A1 A- I can run at speeds appropriate for the distance.	A1 B- I can begin to build a variety of running techniques.
	A2 A- I can perform a running jump with some accuracy	A2 B- I can perform a running jump with more than one component
	A3 A- I can perform a variety of throws using a selection of equipment	A3 B- I can demonstrate accuracy in throwing activities
Evaluation Skills	E1 A- I can comment on own and other performance	E1 B- I can watch and describe a performance.
	E2 A- I can give comments on how to improve performance	E2 B- I can begin to think about how I can improve my work.
	E3 A- I can use appropriate vocabulary when giving feedback	E3 B - I can work with a partner or with a small group to improve my skills
	E4 B- I can make suggestions on how to improve my work	E4 B- I can make suggestions on how to improve my work

# KS2 - PE

## Cycle A– AUTUMN TERM

Cycle A– AUTUMN TERM				
GAMES–INVASION FUNDAMENTALS- CRICKET (OR TENNIS)			Dance	
Curriculum Progression Code	G 1,3,4,5,6,7,8,9,10A      G1,2, 3, 4, 5, 6, 7, 10, 11B E 1-4A/B		D 1— 6A      D 1—6B E 1-4A/B	
Significant Person	Ben Stokes, Freddie Flintoff, Alastair Cook		Beyonce, Darcy Bussell, AJ Pritchard, Sergei Polunin	
Vocabulary Introduced /embedded	Y3- travel, control, team co-ordination, co-operation, scoring, space, points/runs rules, tactics, pitch ,fielding, bowler, wicket, innings, backstop, batting, Health and fitness – warm up/ cool down/ heart rate Evaluate, improve	Y4- travel, team, co-ordination, fluency, scoring, space, co-operation, competition, technique, rules, tactics, stance, pitch, batting, fielding, bowler, wicket, backstop, boundary, innings, runs Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery Evaluate, improve	Y3- create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing, performance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve	Y4- spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve
I know....	<u>Games-</u> How to decide where to run and with purpose. How to confidently pass/throw a ball in a range of ways– underarm, overarm, How to receive a ball with control and when under pressure in a game situation. How to choose a good place to stand when receiving a ball and give a reason for my choice. How to use batting/throwing (bowling) skills to make it hard for an opponent. How to use relevant skills with co-ordination and control. How to work as part of a team. How to play different games. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.	<u>Games-</u> How to apply travelling for basic attack (runs) and defending (fielding) How to strike ball with intent. How to throw a ball accurately when bowling/fielding. How to use run, jump, throw, catch in combination. How to use skills with control, co-ordination and fluency. How to work a sport of a team and take part in a game. How to begin to create my own game. How to begin to try different techniques of attack and defend in game play. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.	<u>Dance-</u> How to begin to improvise independently then in a group to create a simple dance. How to work with a partner to create a simple dance. How to design movements using a stimulus. How to adapt movements/motifs. How to create a larger sequence. How to use dance vocabulary to improve/ compare. How to show awareness of rhythm through performance of dance– individual/group. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.	<u>Dance-</u> How to improvise a dance independently or with a partner. How to demonstrate provision and control in response to stimulus. How to begin to vary dance dynamics. How to develop actions and motifs. How to modify a sequence a result of self evaluation. How to perform with rhythm and spatial awareness. That a warm up is needed. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.

# KS2 - PE

## Cycle A SPRING TERM

### GYMNASTICS– SHAPE AND BALANCE

### DANCE– CARNIVAL OF THE ANIMALS

Curriculum Progression Code	Gy 1-5A Gy 1-5B E 1-4A/B		D 1— 6A D 1—6B E 1-4A/B	
Significant Person	Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton		Beyonce, Darcy Bussell, AJ Pritchard, Sergei Polunin	
Vocabulary Introduced /embedded	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve.</p> <p>Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge.</p> <p>Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance. Shapes— tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y3-</u> create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing, performance.</p> <p>Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve</p>	<p><u>Y4-</u> spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing.</p> <p>Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve</p>
I know....	<p><u>Gymnastics-</u></p> <p>How to improve the quality of rolls.</p> <p>How to improve the quality of jumps.</p> <p>How to improve the quality of travel.</p> <p>How to improve the quality of body shapes.</p> <p>How to improve the quality of balances.</p> <p>How to describe my gymnastics work using simple gym vocabulary.</p> <p>How to copy, explore, remember movements.</p> <p>How to create my own sequence.</p> <p>How to use composition ideas independently and in a group, to create a sequence.</p> <p>How to begin to develop good technique of skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Gymnastics-</u></p> <p>How to develop a range of rolls, jumps, body shapes and balances and include them in a performance.</p> <p>How to develop a range of travelling and include in a performance.</p> <p>How to begin to use gym vocabulary to describe and improve performances.</p> <p>How to create a sequence that meets a theme or a set of objectives.</p> <p>How to begin to develop strength, technique, flexibility when performing.</p> <p>How to begin to apply sequences of taught skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>	<p><u>Dance-</u></p> <p>How to begin to improvise independently then in a group to create a simple dance.</p> <p>How to work with a partner to create a simple dance.</p> <p>How to design movements using a stimulus.</p> <p>How to adapt movements/motifs.</p> <p>How to create a larger sequence.</p> <p>How to use dance vocabulary to improve/compare.</p> <p>How to show awareness of rhythm through performance of dance– individual/group.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>	<p><u>Dance-</u></p> <p>How to improvise a dance independently or with a partner.</p> <p>How to demonstrate provision and control in response to stimulus.</p> <p>How to begin to vary dance dynamics.</p> <p>How to develop actions and motifs.</p> <p>How to modify a sequence a result of self evaluation.</p> <p>How to perform with rhythm and spatial awareness.</p> <p>That a warm up is needed.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>

# KS2 - PE

## Cycle A– SUMMER TERM

	Cycle A– SUMMER TERM			
	GYMNASTICS– MOVEMENT		GAMES– Continuation of INVASION from Autumn 1	
Curriculum Progression Code	Gy 1-5A Gy 1-5B E 1-4A/B		G 1,3,4,5,6,7,8,9,10A G1,2, 3, 4, 5, 6, 7, 10, 11B E 1-4A/B	
Significant Person	Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton		Ben Stokes, Freddie Flintoff, Alastair Cook	
Vocabulary Introduced /embedded	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve.</p> <p>Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge,.</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance,</p> <p>Shapes—tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve.</p>	<p><u>Y3-</u> travel, control, team co-ordination, co-operation, scoring, space, points/runs rules, tactics, pitch ,fielding, bowler, wicket, innings, backstop, batting, Health and fitness – warm up/ cool down/ heart rate</p> <p>Evaluate, improve</p>	<p><u>Y4-</u> travel, team, co-ordination, fluency, scoring, space, co-operation, competition, technique, rules, tactics, stance, pitch, batting, fielding, bowler, wicket, backstop, boundary, innings, runs</p> <p>Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Evaluate, improve</p>
I know....	<p><u>Gymnastics-</u></p> <p>How to improve the quality of rolls.</p> <p>How to improve the quality of jumps.</p> <p>How to improve the quality of travel.</p> <p>How to improve the quality of body shapes.</p> <p>How to improve the quality of balances.</p> <p>How to describe my gymnastics work using simple gym vocabulary.</p> <p>How to copy, explore, remember movements.</p> <p>How to create my own sequence.</p> <p>How to use composition ideas independently and in a group, to create a sequence.</p> <p>How to begin to develop good technique of skills when using equipment.</p> <p><u>Evaluate-</u></p>	<p><u>Gymnastics-</u></p> <p>How to develop a range of rolls, jumps, body shapes and balances and include them in a performance.</p> <p>How to develop a range of travelling and include in a performance.</p> <p>How to begin to use gym vocabulary to describe and improve performances.</p> <p>How to create a sequence that meets a theme or a set of objectives.</p> <p>How to begin to develop strength, technique, flexibility when performing.</p> <p>How to begin to apply sequences of taught skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work</p>	<p><u>Games-</u></p> <p>How to decide where to run and with purpose.</p> <p>How to confidently pass/throw a ball in a range of ways– underarm, overarm,</p> <p>How to receive a ball with control and when under pressure in a game situation.</p> <p>How to choose a good place to stand when receiving a ball and give a reason for my choice.</p> <p>How to use batting/throwing (bowling) skills to make it hard for an opponent.</p> <p>How to use relevant skills with co-ordination and control.</p> <p>How to work as part of a team.</p> <p>How to play different games.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance</p>	<p><u>Games-</u></p> <p>How to apply travelling for basic attack (runs) and defending (fielding)</p> <p>How to strike ball with intent.</p> <p>How to throw a ball accurately when bowling/ fielding.</p> <p>How to use run, jump, throw, catch in combination.</p> <p>How to use skills with control, co-ordination and fluency.</p> <p>How to work a sport of a team and take part in a game.</p> <p>How to begin to create my own game.</p> <p>How to begin to try different techniques of attack and defend in game play.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to im-</p>

Cycle B– AUTUMN TERM				
	GAMES–INVASION FUNDAMENTALS- CRICKET (OR TENNIS)		Dance	
Curriculum	G 1,3,4,5,6,7,8,9,10A      G1,2, 3, 4, 5, 6, 7, 10, 11B		D 1— 6A      D 1—6B	
Progression Code	E 1-4A/B		E 1-4A/B	
Significant Person	Ben Stokes, Freddie Flintoff, Alastair Cook		Beyonce, Darcy Bussell, AJ Pritchard, Sergei Polunin	
Vocabulary Introduced /embedded	<p><u>Y3-</u> travel, control, team co-ordination, co-operation, scoring, space, points/runs rules, tactics, pitch ,fielding, bowler, wicket, innings, backstop, batting, Health and fitness – warm up/ cool down/ heart rate Evaluate, improve</p>	<p><u>Y4-</u> travel, team, co-ordination, fluency, scoring, space, co-operation, competition, technique, rules, tactics, stance, pitch, batting, fielding, bowler, wicket, backstop, boundary, innings, runs Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery Evaluate, improve</p>	<p><u>Y3-</u> create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing, perform- mance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve</p>	<p><u>Y4-</u> spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve</p>
I know....	<p><u>Games-</u> How to decide where to run and with purpose. How to confidently pass/throw a ball in a range of ways– underarm, overarm, How to receive a ball with control and when under pressure in a game situation. How to choose a good place to stand when receiving a ball and give a reason for my choice. How to use batting/throwing (bowling) skills to make it hard for an opponent. How to use relevant skills with co-ordination and control. How to work as part of a team. How to play different games. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Games-</u> How to apply travelling for basic attack (runs) and defending (fielding) How to strike ball with intent. How to throw a ball accurately when bowling/fielding. How to use run, jump, throw, catch in combination. How to use skills with control, co-ordination and fluency. How to work a sport of a team and take part in a game. How to begin to create my own game. How to begin to try different techniques of attack and defend in game play. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Dance-</u> How to begin to improvise independently then in a group to create a simple dance. How to work with a partner to create a simple dance. How to design movements using a stimulus. How to adapt movements/motifs. How to create a larger sequence. How to use dance vocabulary to improve/ compare. How to show awareness of rhythm through performance of dance– individual/group. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Dance-</u> How to improvise a dance independently or with a partner. How to demonstrate provision and control in response to stimulus. How to begin to vary dance dynamics. How to develop actions and motifs. How to modify a sequence a result of self evaluation. How to perform with rhythm and spatial awareness. That a warm up is needed. <u>Evaluate-</u> How to describe a performance. How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>

Cycle B– SPRING TERM				
GYMNASTICS– SHAPE AND BALANCE			DANCE– CARNIVAL OF THE ANIMALS	
Curriculum	Gy 1-5A Gy 1-5B		D 1— 6A D 1—6B	
Progression Code	E 1-4A/B		E 1-4A/B	
Significant Person	Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton		Beyonce, Darcy Bussell, AJ Pritchard, Sergei Polunin	
Vocabulary Introduced /embedded	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve.</p> <p>Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge.</p> <p>Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance. Shapes— tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance. Health and fitness – warm up/ cool down/ heart rate. Evaluate, improve.</p>	<p><u>Y3-</u> create, combination, sequence, space, improvisation, repetition, adapt, motifs, pattern, movement, evaluate, improve, agility, flexibility, strength, control, balance, stimulus, rhythm, timing, performance.</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve</p>	<p><u>Y4-</u> spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility, strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing.</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve</p>
I know....	<p><u>Gymnastics-</u></p> <p>How to improve the quality of rolls.</p> <p>How to improve the quality of jumps.</p> <p>How to improve the quality of travel.</p> <p>How to improve the quality of body shapes.</p> <p>How to improve the quality of balances.</p> <p>How to describe my gymnastics work using simple gym vocabulary.</p> <p>How to copy, explore, remember movements.</p> <p>How to create my own sequence.</p> <p>How to use composition ideas independently and in a group, to create a sequence.</p> <p>How to begin to develop good technique of skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work. How to work with a partner/small group to improve.</p>	<p><u>Gymnastics-</u></p> <p>How to develop a range of rolls, jumps, body shapes and balances and include them in a performance.</p> <p>How to develop a range of travelling and include in a performance.</p> <p>How to begin to use gym vocabulary to describe and improve performances.</p> <p>How to create a sequence that meets a theme or a set of objectives.</p> <p>How to begin to develop strength, technique, flexibility when performing.</p> <p>How to begin to apply sequences of taught skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>	<p><u>Dance-</u></p> <p>How to begin to improvise independently then in a group to create a simple dance.</p> <p>How to work with a partner to create a simple dance.</p> <p>How to design movements using a stimulus.</p> <p>How to adapt movements/motifs.</p> <p>How to create a larger sequence.</p> <p>How to use dance vocabulary to improve/compare.</p> <p>How to show awareness of rhythm through performance of dance– individual/group.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>	<p><u>Dance-</u></p> <p>How to improvise a dance independently or with a partner.</p> <p>How to demonstrate provision and control in response to stimulus.</p> <p>How to begin to vary dance dynamics.</p> <p>How to develop actions and motifs.</p> <p>How to modify a sequence a result of self evaluation.</p> <p>How to perform with rhythm and spatial awareness.</p> <p>That a warm up is needed.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to improve.</p>

Cycle B– SUMMER TERM				
GYMNASTICS– MOVEMENT		GAMES– Continuation of INVASION from Autumn 1		
Curriculum Progression Code	Gy 1-5A    Gy 1-5B E 1-4A/B		G 1,3,4,5,6,7,8,9,10A    G1,2, 3, 4, 5, 6, 7, 10, 11B E 1-4A/B	
Significant Person	Lous Smith, Nile Wilson, Simone Biles, Georgia-Mae Fenton		Ben Stokes, Freddie Flintoff, Alastair Cook	
Vocabulary Introduced /embedded	<p><u>Y3-</u> flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, agility, strength, technique, control, balance, evaluate, improve.</p> <p>Shapes - tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge,.</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve.</p>	<p><u>Y4-</u> degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted,</p> <p>constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance,</p> <p>Shapes—tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance</p> <p>Health and fitness – warm up/ cool down/ heart rate.</p> <p>Evaluate, improve.</p>	<p><u>Y3-</u> travel, control, team co-ordination, co-operation, scoring, space, points/runs rules, tactics, pitch ,fielding, bowler, wicket, innings, backstop, batting, Health and fitness – warm up/ cool down/ heart rate</p> <p>Evaluate, improve</p>	<p><u>Y4-</u> travel, team, co-ordination, fluency, scoring, space, co-operation, competition, technique, rules, tactics, stance, pitch, batting, fielding, bowler, wicket, backstop, boundary, innings, runs</p> <p>Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery</p> <p>Evaluate, improve</p>
I know....	<p><u>Gymnastics-</u></p> <p>How to improve the quality of rolls.</p> <p>How to improve the quality of jumps.</p> <p>How to improve the quality of travel.</p> <p>How to improve the quality of body shapes.</p> <p>How to improve the quality of balances.</p> <p>How to describe my gymnastics work using simple gym vocabulary.</p> <p>How to copy, explore, remember movements.</p> <p>How to create my own sequence.</p> <p>How to use composition ideas independently and in a group, to create a sequence.</p> <p>How to begin to develop good technique of skills when using equipment.</p> <p><u>Evaluate-</u></p>	<p><u>Gymnastics-</u></p> <p>How to develop a range of rolls, jumps, body shapes and balances and include them in a performance.</p> <p>How to develop a range of travelling and include in a performance.</p> <p>How to begin to use gym vocabulary to describe and improve performances.</p> <p>How to create a sequence that meets a theme or a set of objectives.</p> <p>How to begin to develop strength, technique, flexibility when performing.</p> <p>How to begin to apply sequences of taught skills when using equipment.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p>	<p><u>Games-</u></p> <p>How to decide where to run and with purpose.</p> <p>How to confidently pass/throw a ball in a range of ways– underarm, overarm,</p> <p>How to receive a ball with control and when under pressure in a game situation.</p> <p>How to choose a good place to stand when receiving a ball and give a reason for my choice.</p> <p>How to use batting/throwing (bowling) skills to make it hard for an opponent.</p> <p>How to use relevant skills with co-ordination and control.</p> <p>How to work as part of a team.</p> <p>How to play different games.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p>	<p><u>Games-</u></p> <p>How to apply travelling for basic attack (runs) and defending (fielding)</p> <p>How to strike ball with intent.</p> <p>How to throw a ball accurately when bowling/ fielding.</p> <p>How to use run, jump, throw, catch in combination.</p> <p>How to use skills with control, co-ordination and fluency.</p> <p>How to work a sport of a team and take part in a game.</p> <p>How to begin to create my own game.</p> <p>How to begin to try different techniques of attack and defend in game play.</p> <p><u>Evaluate-</u></p> <p>How to describe a performance.</p> <p>How to suggest how I can improve my work.</p> <p>How to work with a partner/small group to im-</p>