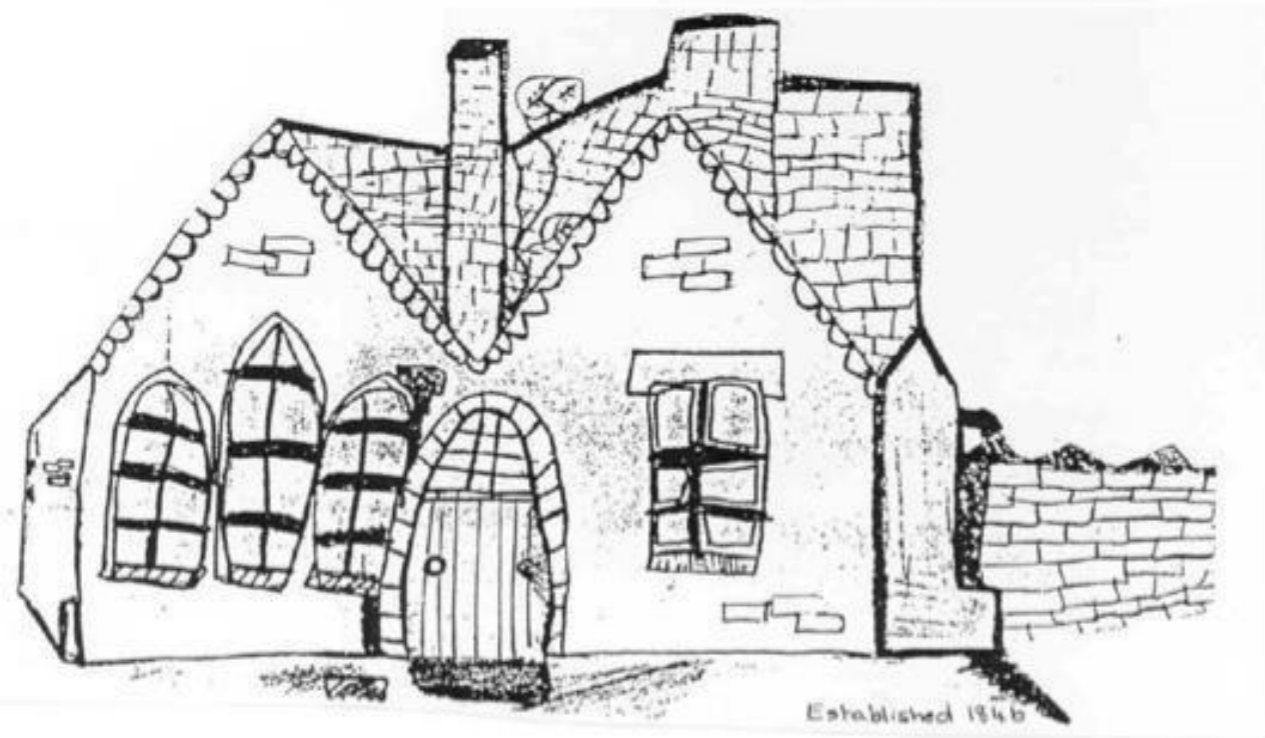




Physical Education Progression and Skills Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, National and global community.

'Fullness of life for all, through working together with the love of Christ.'

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'

Be kind, be fair, be thankful.

Fullness of life for all, through working together with the love of Christ.

PROGRESSION AND SKILLS MAP - PE

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objectives	<p>Moving and handling:</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Health and self-care:</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet. They talk about ways to keep healthy and safe. 	<p>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>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and Water Safety:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations. 				
Early Learning Goals EYFS	ELG: Gross Motor Skills						
	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 						
	ELG: Speaking						
	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; 						
	ELG: Listening, Attention and Understanding						
	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; 						
	ELG: Self-Regulation						
	<ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 						
	ELG: Managing Self						
	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 						
ELG: Building Relationships							
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers 							

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Topics and Skill Progression KS1 Attack, Defend, Compete	Run, Jump and Throw	
	Year 1	Year 2
	<ul style="list-style-type: none"> -Suggest links between types of exercises. -Demonstrate awareness for the need to improve and attempt to improve. - Recognise and implement concepts such as waiting your turn . -Select correct skill for the situation. -Can start and stop at speed, run in straight lines using a variety of speeds . -Attempt a variety of jumps taking off and landing on different foot combinations. -Handle and throw a variety of different objects and attempt to throw for distance -Copy and repeat basic movements for extended periods of time developing stamina. -Demonstrate some core strength to hold a variety of shapes and positions. -Move a variety of objects quickly showing a range of techniques. -Developed agility and coordination skills to competently take part in a range of activities. -Work partner to help improve their performance. -Apply knowledge of boundaries such as lanes & avoid impeding others. -Participate as part of a team to compete in running relays. 	<ul style="list-style-type: none"> -Make choices about appropriate throws for different types of activity. -Begin to make links between components of fitness e.g. strength and outcome i.e. length of throw. -Can identify areas of activities that need improvement e.g. power in throws to throw further. -Develop power, agility, coordination and balance over a variety of activities. -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. -Can negotiate obstacles showing increased control of body and limbs. -Use agility in running games. -Apply skills in a variety of activities. -Practise to improve skills. -Discuss thoughts and feelings around physical challenges and what it means to be a team player. -Work cooperatively to complete running, jumping and throwing tasks. -Consider others when playing games to respect their space and boundaries
	Hit, Catch, Run	
	Year 1	Year 2
	<ul style="list-style-type: none"> -Able to identify when a point has been scored and keep count of score. -Can choose where to send the ball to maximise chance to score. -Can make choices where to stand in the field to restrict runs scored. -Catch a medium sized ball thrown over a short distance Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency. -Track balls and other equipment sent to them, moving in line with the ball to collect it. -Run between bases to score points. -Retrieve and return a ball to a base. -Use a range of sending skills to put ball into space. -Able to self-feed ball to hit off hand and strike ball off cone. -Work collaboratively to score runs showing encouragement and support. -Decide as a team the best positioning to intercept balls. -Show awareness of team mates fielding positions to restrict runs in a simple game scenario. 	<ul style="list-style-type: none"> -Make choices about where to hit the ball. -Judge and change pace in a variety of running activities. -Make tactical decisions about where to position themselves in the field. -Has developed hitting skills with a variety of bats. -Practised bowling/feeding a ball to other players. -Run in a game to score points. -Attempted to play the role of wicket keeper or backstop. -Use skills as a team to prevent runs. -Makes attempts to catch balls coming towards player in games. -Can work in small groups to field and bat. -Display sportsmanship when competing against others.
Attack, Defend, Compete		
Year 1	Year 2	
<ul style="list-style-type: none"> -Recognise rules and apply them in competitive and cooperative games. -Discuss changes in the body brought about by exercise. -Make decisions about how to defend a target. -Begin to engage in competitive activities. -Roll, slide or throw a beanbag or ball with accuracy. -Bounce a medium sized ball to self and attempt to bounce to others. -Judge when and where to move to get in a defensive position. -Attempt to intercept and catch a thrown ball. -Work in collaboration with others to attack and score points. -Cooperate to perform a range of challenges using skills such as gesture/signalling. -Identify the things that they like about exercise both in and outside of school. 	<ul style="list-style-type: none"> -Select and apply a small range of simple tactics. -Begin to look for space to pass into or run to in order to receive. -Select the more appropriate skill to move forwards to shoot. -Can send a ball using feet. -Can receive a ball using feet. -Link combinations of skills e.g. dribbling and passing with hands in isolation and combination. -Can send a ball using hands. -Can receive a ball using hands. -Perform the role of goal keeper using basic stopping and interception skills. -Can play in a variety of positions in both defence and attack. -Show awareness of teammates and opponents in games. -Work with a partner and in small groups to develop skills. 	

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Send & Return	
Year 1	Year 2
<ul style="list-style-type: none"> -Identify space to send a ball into. -Identify tactics to outwit an opponent such as hitting to space. -Can describe how they worked with their partner to send and receive. -Able to send an object with increased confidence using hand or bat. -Move towards a moving ball to return with hand or bat. -Score points against opposition over a line/net. -Select and apply skills to win points. -Chase, stop and control balls and other objects such as beanbags and hoops. -Track balls and other equipment sent to them, moving in line with the ball to collect or return. -Work with a partner to send and return an object and play in a simple rally. -Recognise your actions impact others e.g. feeding a ball accurately and at correct pace. -Play cooperatively in a game situation. 	<ul style="list-style-type: none"> -Decide on and play with dominant hand. -Develop tactics to outwit your opponent so they cannot return the ball. -Demonstrate basic sending skills in isolation and small games. -Show agility to track the path of ball over a line/net and move towards it. -Hit a ball using both hand and racquet with some consistency. -Return a ball coming towards them using hand or racquet. -Play in a modified game send and returning the ball over a line/net. -Has developed hitting skills with a variety of bats. -Start a game using basic serving skills. -Recognise individual contribution and impact on a task. -Develop collaborative teams skills.
Gymnastics	
Year 1	Year 2
<ul style="list-style-type: none"> -Use words such as rolling, travelling, balancing, climbing. -Can identify risks of working on and around apparatus. -Decide which supporting concepts and actions to add to their sequence. -Safely move and carry basic gym equipment such as mats and benches. -Recognise like actions and link them together. -Perform simple gymnastic actions and shapes. -Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping Show spinning and rocking in isolation and in short sequence. -Make their body tense, relaxed, stretched and curled Perform in unison and canon. -Move on, off and over object with confidence. -Value other's efforts when they perform; watch and listen. -Communicate with a partner to create short sequence. 	<ul style="list-style-type: none"> -Independently show creative flare, refining and developing during tasks. -Comment on aspects of own and others performances. -Perform with control and consistency basic actions at different speeds and on different levels. -Create and perform a simple sequence. -Show contrasts in gymnastics shapes and actions. -Work to improve flexibility and strength. -Attempt to use rhythm whilst performing a sequence. -Use core strength to link gymnastic elements e.g. back support and half twist. -Remember and repeat sequences. -Develop character and maturity to work in close proximity with others. -Reflect on own performance and use scoring system to judge performance.
Dance	
Year 1	Year 2
<ul style="list-style-type: none"> -Confident to explore space within their dances and movements. -Identify similarities between gymnastics and dance/other physical activity. -Recognise that dances can have themes and stories. -Perform basic body actions along with music. -Use different parts of the body, combine arm and leg actions. -Perform with an awareness of body shape required. -Remember and repeat simple movement patterns. -Move with control and show spatial awareness. -With help, compose a basic movement phrase. -Work with a partner. -Make some suggestions of how others can improve their work. -Engage with the class to perform marching sequence and canon. 	<ul style="list-style-type: none"> -Select movements that show a clear understanding of the theme/story/idea of the dance. -Volunteer and show leadership in group dances. -Show confidence to perform in front of others. -Show some sense of dynamic, expressive and rhythmic qualities in their own dance. -Use different parts of the body in isolation and combination. -Perform with control and balance and demonstrating coordination. -Explore and use basic choreography including levels, speed changes, unison and canon. -Move with imagination responding the music. -Perform with expression. -Attempt to work as part of a group to perform a dance. -Show engagement in task to perform with freedom e.g. freestyling. -Able to comment on ideas and emotions and how they can be portrayed through dance.

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OAA				
Year 1		Year 2		
<ul style="list-style-type: none"> -Follow simple instructions. -Find and record items on a list. -Identify and select equipment based on a symbol. -Handle order and organise equipment. -Use strength and coordination to complete a task. -Work with a partner to complete challenges. -Motivated to play their part in the team. 		<ul style="list-style-type: none"> -Confidently follow a basic map. -Create a simple map. -Make good choices when leading others. -Attempt beginners competition Speed Stack -Adapt to use equipment in unconventional ways. -Use correct 1 and 2 footed jumping technique most of the time. -Stay motivated during challenges such as searching and seeking tasks. -Show sensitivity and respect when working with a blindfolded partner. 		
Athletic Activity				
Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> -Take part in basic scoring of different events. -When questioned, show understanding of their individual role in team relay performance. -Compete with others and record points. -Link running and jumping activities with some fluency and consistency. -Control movements and body actions in response to specific instructions. -Jump for height and distance with control and balance. -Run at different speeds according to event and instruction. -Throw a variety of objects using different recognised throws. -Throw more accurately and over greater distances Run as part of a relay team. -Identify how to improve own and others work and be tactful. 	<ul style="list-style-type: none"> -Decide on ways to improve, run, jumps and throws and implement changes. -Demonstrate patience and determination. -Show differences between sprinting and running speeds over a variety of distances . -Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone. -Perform a range of jumps with consistency, sometimes approaching jump with a run up. -Compete in running, jumping and throwing activities and compare their own performance with previous. -Work with others to score and record distance and times accurately. -Develop control in baton exchange and analyse as a team how to improve handover. 	<ul style="list-style-type: none"> -Identify how they can change an activity by using the STEP principle. -Distinguish between good and poor performances and suggest ways to improve self and others. -Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. -Explore a range of baton handling activities and attempt to receive in restricted area. -Perform a range of jumps in different activities. -Demonstrate a range of throwing actions using different equipment with some consistency and control. -Able to run as part of a team in relay style events and demonstrate max effort pace. -Compare own performance with previous ones and demonstrate improvement to achieve personal best. 	<ul style="list-style-type: none"> -Accurately and confidently judge across a range of athletics activities. -Record accurately scores given in variety events. -Demonstrate accuracy and good technique when throwing for distance. -Show good technique and control for jumping activities. -Use skill and knowledge of activity to confidently teach and lead others. -Choose appropriate run up distance as an individual for athletic jumps. -Use appropriate pace for different running distances. -Demonstrate improvement when working with self and others. -Use appropriate language to deliver a taught activity to their peers. 	

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Striking and Fielding Games			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Adhere to some basic rules of recognised games such as rounders or cricket. -Explain how fielders work together to restrict batters runs. -Apply simple tactics to choose where to hit the ball. -Strike a ball with some consistency. -Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling. -Play in simplified games. -Bowl accurately. -Show ready position to catch a ball. -Strike a stationary ball (off tee) with some consistency. -Strike a bowled ball with some consistency. -Identify how to improve own and others work and be tactful. -Field as a team to return the ball to the bowler/base effectively. 	<ul style="list-style-type: none"> -With increasing consistency, choose where to direct a hit from a bowled ball. -Use and apply the basic rules of the game. -Apply speed and decision making to run safely between scoring markers e.g. stumps, posts. -Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop. -Track and intercept the ball along the ground sometimes collecting with one hand. -Show more consistency in throwing and catching over a variety of distances. -Bowling a recognised action with some consistency. -Show fir play such as accepting when run out. -In their local community can they identify locations in which they could play striking and fielding games. 	<ul style="list-style-type: none"> -Recognise where increased flexibility and power is an advantage in striking and fielding the ball. -In a game situation play using a range of simple tactics such as getting players out to restrict the attack. -Use and apply the basic rules of the game fairly and consistently. -Choose where to hit the ball to maximise likely hood of scoring runs. -Use a variety of shots in isolation and in a game situation. -Throw with accuracy and consistency over short distances. -Tracking flight of the ball to increase catching success Begin to employ specific bowling techniques such as overarm in cricket. -Show perseverance during the game and commitment to team. -Work collaboratively with others to both score runs and in the field to restrict runs. 	<ul style="list-style-type: none"> -Apply with consistency standard rules of (modified) games. -Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. -In rounders use correctly the rules for running round bases. -Strike a bowled ball and attempt a small range of shots. -Attempt to track and catch high balls in isolation and game play. -Increase accuracy using a range of bowling techniques e.g. overarm. -Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting. -Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas. -Identify ways you can support your batting partner. -Work collaboratively in teams to compete against themselves and others.
Net / Wall Games			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Keep count/score of a game. -Can discuss the different type of shots that may be used in a variety of situations. -Serve to begin a game. -Play a continuous game using: throwing and catching or some simple hitting. -Can play within boundaries. -Use a small range of basic racquet skills. -Move towards a ball/shuttle to return over a line/net. -Play over a net. -Show engagement in rallying activities to improve and progress. -Work with a partner to play in a doubles game. 	<ul style="list-style-type: none"> -Choose ways to send the ball to make it difficult for opponent to return. -Play the role of umpire to keep score. -Explore shots on both sides of the body and attempt with confidence. -Use a small range of racquet/hand skills. -Explore a range of recognised shots e.g. overhead, forehand etc. -Able to return ball/shuttle to different areas of oppositions court. -Use basic defensive tactics to defend the court i.e. moving to different positions on the court. -Work with a partner / small groups to return a served ball/shuttle. -Play competitively with others and against others in modified games. 	<ul style="list-style-type: none"> -Cooperate and collaborate with others to play in a sportsman like way. -Recognise where they should stand on the court when playing on their own and with others. -Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point. -Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated Equipment. -Select and apply a range of skills to move around the court e.g. lunge, shuffle etc. -Apply some control when returning the ball/shuttle including foot placement, shot selection and aim. -Can apply with some success, a range of techniques to win points. -Demonstrate a variety of service shots in isolation and some game play. -Play with others with some flow to the game, keeping track of their own scores. -Suggest and lead warm ups that prepare the body appropriately for net/wall activities. 	<ul style="list-style-type: none"> -Make appropriate choices in games about the best shot to use. -Explain some of the tactics used in net/wall games. -Use forehand, backhand and overhead shots in isolation. -Use forehand, backhand and overhead shots with more confidence in games. -Start games with the appropriate serve. -Attempt more technical shots such as smash, where able use in a game. -Apply a range of defensive tactics n a game, individually and with a partner. -Begin to use full scoring systems. -Develop doubles play further implement basic positioning tactics (team play for volleyball). -Use speaking and listening skills to umpire and play with peers without dispute.

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Invasion Games			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Recognise when you need to defend. -Employ tactics to put opponents under pressure. -Being aware and able to undertake the demands different positions to support both attack defence. -Send and receive a ball with some consistency to keep possession. -Sometimes move into space to receive the ball. -Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football. -Can recall and show at least two key teaching points of a learned skill. -Play using basic rules of recognised game e.g. hockey or football. -Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball. -Show support, encouragement and good sportsmanship. -Work as part of a team to attack towards a goal, 	<ul style="list-style-type: none"> -Working with team mates to make it difficult for the opposition. -Use tactics to perform defensively both as a team and as an individual. -Play using recognised marking techniques of specific game e.g. hockey, tag rugby. -Send and receive the ball with accuracy, controlling to score points/goals. -Keep possession of the ball as an individual using skills such as dribbling and running with the ball. -Show speed and endurance in a game situation. -Move in to space to help others and the ball over longer distances. -Work as part of a team to attack and score in defined area. -In netball play within positional restrictions. -Heart Recognise how playing as a team can improve your communication skills. -Use and apply the basic rules of the game. 	<ul style="list-style-type: none"> -Play in formations and execute 'set plays' in game situations. -Explain the need for different tactics and attempt these in a game situation. -Know and apply the rules consistently in a game situations. -Able to combine basic skills such as dribbling and passing. -Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball. -Move balls over longer distances accurately, demonstrating power. -Play in different positions with some success. -Where appropriate mark goal side. -Use specific learned skills to maintain possession during a game. -Use specific skills in a game to win a ball such as boxing out and rebounding. -Use appropriate language to explain their attacking and defensive play. -Covering a variety of specific skills or concepts, discuss how they can improve. 	<ul style="list-style-type: none"> -Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking. -Suggest, plan and lead a warm up or drill and use STEP technique to modify. -Make quicker decisions in games (on and off the ball). -Use and apply boundary rules such as corners, self pass and sideline in relevant game. -Build upon set plays such as in tag rugby, some suggest improvements to play. -Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games. -Play in a variety of positions (attacking and defensive). -Consistently catch/stop and control a ball. -Able to track and control a rebound from shot (penalty or open play). -Support someone else to take the lead in a warm up. -Work collaboratively in a team to play and keep possession of the ball.
Gymnastics			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Modify actions independently using different pathways, directions and shapes. -Identify similarities and differences in sequences. -Perform sequences with contrasting actions. -Perform a range of increasingly challenging actions. -Show strength and flexibility to shapes and actions being performed. -Remember and repeat sequences. -Begin to show fluency in sequences and movement patterns. -Adapt basic sequences to include some apparatus. -Develop body management over a range of floor exercises. -Comment on others gymnastics sequences describing what they did well. -Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle. 	<ul style="list-style-type: none"> -Decide on ways to improve a piece of work using compositional elements and implement changes. -Apply a broader range of more challenging skills executed with precision. -Perform actions such as balance, body shapes and flight with control. -Develop an increased range of body actions and shapes to use in longer, more complex sequences. -Identify 'core muscles' and use them to improve quality of shapes and actions. -Challenge self to more complex versions of a skill/ action. -Show smooth transitions and flow in sequences. -Adapt actions and sequences to work with partners and small groups. -At key points, compare their performances to previous ones. 	<ul style="list-style-type: none"> -Selects a component for improvement and use guidance from others to do so. -Explain the significance of a warm up and how it relates to gymnastics activity. -Create longer and more complex sequences and adapt their performances. -Follow, copy and repeat others actions. -Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. -Develop strength and flexibility to hold more complex balances and shapes such as bridge with control. -Attempt to perform more complex skills in isolation such as round-off. -Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls. -Work responsibly in trust exercises and when counterbalancing. -Perform symmetry and asymmetry individually, in pairs and as a group. 	<ul style="list-style-type: none"> -Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria. -Perform increasingly complex sequences. -Perform showing awareness of the judging criteria. -Compose and practise actions and relate to music. -Experience flight on and off of apparatus. -Show clarity, fluency, accuracy and consistency in their movements. -Lead group warm up demonstrating the importance of strength and flexibility. -Work independently and in small groups to make up sequences to perform to an audience.

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Dance				
Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> -Contribute ideas to the structure of the dance. -Create basic actions as an individual and working with a partner. -Describe using appropriate language the features of dances performed by others. -Attempt to perform with a sense of dynamics. -Competently include props and other ideas in their dance. -Attempt short pieces of improvised dance responding to the structure/theme of the dance. -Share and create short dance phrases with a partner and in small groups. -Perform a range of recognised dance actions with some confidence e.g. do see do. -Perform movements with increased control. -Express moods and feelings throughout the dance piece. -Can decide with others which floor patterns/pathways to follow. 	<ul style="list-style-type: none"> -Use peer assessment to identify strength and weaknesses in performance. -Respond sensitively to professional work. -Refine, repeat and remember short dance phrases. -Perform with increasing musicality with control and confidence. -Perform dances with consistency. -Show rhythm and style when performing as an individual and with others. -Use devices to change actions individually and as a group e.g. facing, levels etc. -Dance using a variety of formations confidently. -Show sensitivity to a dance idea/theme or story. -Showing self control and maturity to perform a partner/group contact work. 	<ul style="list-style-type: none"> -Confidently participate in dances from different cultures/parts of the world. -Perform different styles of dance clearly and fluently. -Refine & improve dances adapting them to include use of space rhythm & expression. -Adapt their skills to meet the demands of a range of dance styles. -Incorporate levels and flight in to movement patterns and dances. -Create and use compositional ideas confidently such as pathways, step patterns and unison. -Recognise and comment on dances suggesting ways to improve. -Work collaboratively in groups to compose short dances. 	<ul style="list-style-type: none"> -Interpret different stimuli with imagination and flair. -Identify in others and self where good performance qualities are achieved. -Warm up and cool down independently. -Work creatively and imaginatively on their own, in pairs and in a group to create simple dances. -Implement skills from other activity areas e.g. gym and games to perform tasks. -Use recognised dance actions and adapt to create motifs and movement patterns. -Communicate the artistic intention of a dance clearly, fluently, musically and with control. -Practise and refine coordination skills through activities such as live aural setting / freeze frame. -When working in groups/pairs take the lead suggesting ideas and refining actions of others. -Use facial expression to communicate emotion and a further narrative. 	
OAA				
Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> -Describe their work and the strategies they use to solve problems. -Independently identify factors needed to complete a task. -Use acquired skills to create maps and directions. -Identify and use symbols on a map to navigate. -Play competitively and fairly implementing the rules. -Participate safely, considering others. -Perform with strength, stamina and endurance in more physical tasks. -Lead others and be led. -Can work with others to solve problems. 	<ul style="list-style-type: none"> -Plan and refine strategies to solve problems. -Identify what they have done well and suggest ways to improve. -Work out answers from clues, working independently from teacher. -Use maps, symbols and compass confidently to navigate. -Confidently undertake tasks with time limits and other restrictions. -Remember and recall map symbols and other relevant key information. -Work well as part of a team or group within well defined role. -Listen and be directed by others. 	<ul style="list-style-type: none"> -Recall and remember symbols, items and objects during task as an individual and team. -Play a role in problem solving. -Communicate using code. -Work at a high intensity for sustained period of time whilst completing a task. -Evidence results and keep score. -Compete against others and perform under pressure. -Explore and refine ways of communicating to best complete a set task. -Put trust in others and demonstrate trustworthy behaviour. 	<ul style="list-style-type: none"> -Use knowledge of games in PE to suggest adaptations and variations to games/activities. -Follow instructions accurately. -Use written description to identify object. -Refine and adapt ideas in group task. -Use information given by others to complete a task and work collaboratively. -Work collaboratively to perform a more complex task. -Takes responsibility for a role in a task. 	

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