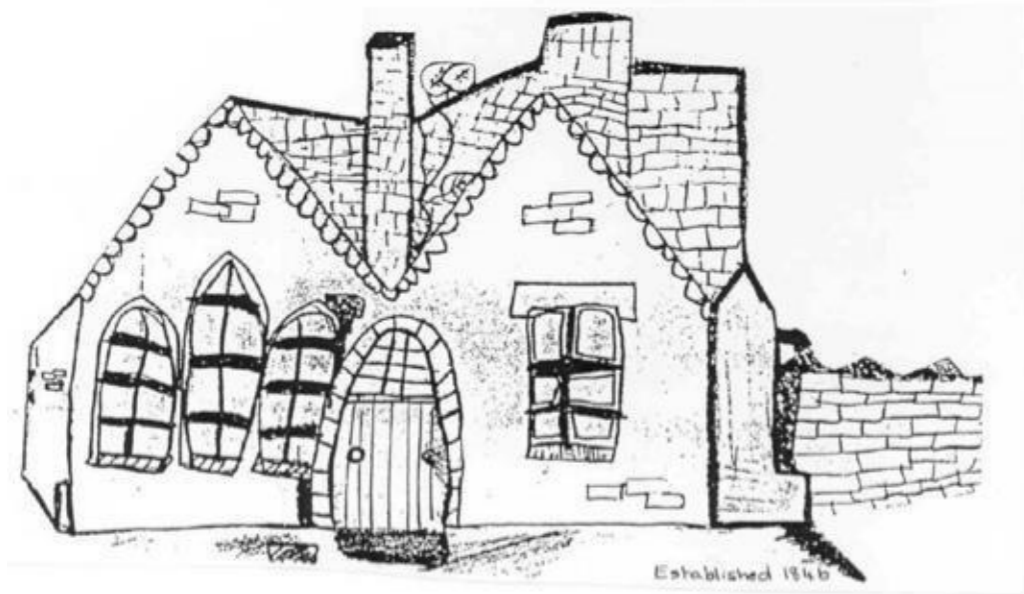


Physical Education Progression and Skills Map

Flourishing Together



At Quinton Church Primary School, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit (John 10:10). It means being loved and recognised for who we are, uniquely made in the image of God (Psalm 139:13-14).

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family (Psalm 133:1). It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish (1 John 4:19).

At Quinton, our culture is to: **Be kind, be fair and be thankful** (Micah 6:8). This overarching culture of kindness, fairness and thankfulness are further explored through our six values of **Belonging, Love, Justice, Forgiveness, Peace and Hope**.

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

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 							
	Run, Jump and Throw						
	Year 1			Year 2			

Topics and Skill Progression KS1 Attack, Defend, Compete	<ul style="list-style-type: none"> -Suggest links between types of exercises. -Demonstrate awareness for the need to improve and attempt to improve. -Select correct skill for the situation. -Can start and stop at speed, run in straight lines using a variety of speeds. -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"> -Recognise and implement concepts such as waiting your turn. -Attempt a variety of jumps taking off and landing on different foot combinations. 	<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. 	
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.
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. 		
Topics and Skill Progression KS2	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.
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.
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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.

Invasion Games

Year 3	Year 4	Year 5	Year 6
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<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.
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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.

Dance

Year 3	Year 4	Year 5	Year 6
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	<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. 	