

Dobcroft Infant School PE Curriculum Map KS1



Our Vision	<i>To provide a foundation for fulfilled lives, inspiring confident and happy learners</i>					
Our Values	Enjoy learning  learn	Try our best  try	Make good choices  choices	Respect each other & our surroundings  respect	Work together  together	Celebrate our successes  success

The PE curriculum for KS1 aims to provide a high-quality physical education program that inspires all children to enjoy and feel the benefits from being physically active so that they lead healthy and active lives. We also aim through high-quality teaching to develop children's fundamental skills across a broad range of activities so that children become confident and competent while having access to a range of different experiences. As a school we aim to provide a positive attitude towards sport no matter which sport a child is interested in or their ability. We ensure that all planning is inclusive of the needs of all of our children and athletes from a range of backgrounds, sports and disabilities are promoted.

All children will experience 2 hours of PE a week, also with strategies in place to encourage and support all children to be active for at least 30 minutes during the day to tie in with the 5 key indicators used to drive forward the development and progress of PE and sport within school. This includes use of sports leaders, active lessons, use of continuous provision, personal challenges, outdoor learning and our Mile Challenge alongside a high quality provision of lunchtime equipment.

We also provide all children with an opportunity to access swimming lessons in year 1 to support children to work towards being able to develop their knowledge of water safety, and feel more confident being in the water.

PE National Curriculum Expectations

The national curriculum for KS1 outlines that the aim for PE and sport education within school is to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sport and activities
- Lead healthy, active lives

National Curriculum Subject content:

Early Learning Goal for FS	<p>Managing self – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Gross motor skills –</p> <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. <p>Developed within the classroom.</p> <p>Fine motor skills –</p> <ul style="list-style-type: none">• Hold pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Use a small a range of small tools, including scissors, paintbrushes and cutlery.• Begin to show accuracy and care when drawing. <p>Being imaginative and expressive –</p> <ul style="list-style-type: none">• Invest, adapt and recount narratives and stories with peers and their teacher.• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
KS1	<p>Pupils should:</p> <ul style="list-style-type: none">• Develop fundamental movement skills.• Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.• To be able to engage in competitive sport (against others and self) and co-operative physical activities in a range of challenging situations. <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• Master basic movements – running, jumping, throwing and catching.• Develop balance, agility and co-ordination.• Be able to apply skills into a range of activities.• Participate in team games, developing simple tactics for attacking and defending.• Perform dances using simple movement patterns.

Concepts within PE

The following outlines the key concepts that we aim to develop within children to support them to think like an athlete.

- For children to develop a love of physical activity.
- For children to build and develop children's resilience.
- For children to become a team player.
- For children to be able to take turns.
- For children to develop a sporting attitude.
- For children to develop an awareness of space.

Curriculum Overview

<u>Year 1</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Lesson 1 Gymnastics</p> <p>Knowledge: How to carry equipment safely Recognise how the body feels when still and exercising</p> <p>Evaluating: Watch, copy and describe what they and others have done.</p>	<p>Skills: Travelling – Stepping forward using straight legs. Using different body parts High and low Travel under, through and over apparatus Slowly and quickly</p> <p>Balancing – recap 5 strong shapes, balance on combinations of body parts</p> <p>Applying: Link travelling and balancing to make movement sequence. Perform using a range of body actions Apply skills onto apparatus.</p>		<p>Skills: Travelling – Slide; push / pull on short and long pathways Slide; under / over / along / across / through apparatus.</p> <p>Rolling – Rock into a roll Recap rolls from FS</p> <p>Applying: Link travelling and combine with ‘rocking and ‘rolling’ to make movement sequence. To apply skills onto apparatus, linking movements and using a variety of actions learned so far.</p>		<p>Skills: Jumping – Learn 5 basic jumps; Two feet to two feet, one foot to two, two feet to one, one to one.</p> <p>Applying: Combine jumping within travelling. Apply skills onto apparatus, jumping off safely. Combine all skills of travelling, balancing and jumping to create movement sequences with variations of speed, shape and level.</p>	
Planning Imoves – demo vids	Rawmarsh Planning Lessons 1 to 6		Rawmarsh Planning Lesons 7 – 12		Rawmarsh Planning Lessons 13 – 16	
<p>Lesson 2</p> <p>Games / Dance (3 x Games) (2 x Dance) (1x swimming)</p>	<p>Games</p> <p>Skills: Balancing, rolling and passing a ball around body. Patting/bouncing Throwing/catching Rolling/receiving Kicking/dribbling</p>	<p>Dance</p> <p>Focus: For children to develop fundamental movement skills and perform dances using simple movements.</p>	<p>Games</p> <p>Skills: Apply games skills to a game. Develop knowledge of simple tactics. To engage in competitive sport.</p>	<p>Dance</p> <p>Focus: For children to develop fundamental movement skills and perform dances using simple movements demonstrating some understanding of rhythm.</p>	<p>Games</p> <p>Skills: Apply games skills to a game. Develop knowledge of simple tactics. To engage in competitive sport.</p>	<p>Swimming</p> <p>+ Outdoor PE Skipping (4 lessons)</p>
Planning	Val Sabin – Year 1 Unit 1	Into the Woods Dance planning	Rawmarsh – Striking and fielding game.	Ice and Fire dance planning	Rawmarsh – Net Game	British Heart Foundation 1 – 4

<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Lesson 1 Gymnastics Knowledge: Recognise and describe what their body is like during different activities. Evaluating: Improve work using information gained by watching, listening and investigating.	Skills: Travelling – High to low, and low to high. How to move from high to low/low to high on spot. With hands and feet wide apart and narrow. Balancing – Balance low and high With hands and feet wide apart and narrow. Applying: Travel and balance high to low/low to high on apparatus. To match a partners movement. To lead and follow a partner. Keywords		Skills: Travelling – Around objects. Travel on different pathways; straight, zig-zag, curved. Travel along a rope or given line. Balancing – Balance low and high With hands and feet wide apart and narrow. Applying: Travel around and on different pathways on apparatus. To match a partners movement. To lead and follow a partner.		Skills: Jumping – To explore how to jump for height and on different pathways. Stepping: How to step into jumps and balances. Stepping sideways. Hanging: How to hang and swing using apparatus. Applying: Combine jumping within travelling on different pathways. Explore different ways to use stepping with travelling and moving between actions. To combine hanging, swinging and jumping for height with travelling.	
Planning	Rawmarsh Planning Lesson 1 – 7		Rawmarsh Planning Lesson 8 - 11		Rawmarsh Planning Lesson 12 – 16	
Lesson 2 Games / Dance / Skipping	Games Skills: Throwing/ catching Aiming/hitting/kicking Dribbling/ hitting/ kicking Aim: inventing games and developing rules	Dance Focus: For children to develop fundamental movement skills and perform dances using simple movements demonstrating an awareness of rhythm.	Games Skills: Apply games skills to a game. Develop knowledge of simple tactics. To engage in competitive sport.	Dance Focus: For children to develop fundamental movement skills and perform dances using simple movements demonstrating an understanding of rhythm.	Games Skills: Apply games skills to a game. Develop knowledge of simple tactics. To engage in competitive sport.	Skipping:
	Val Sabin	Countries dance planning	Rawmarsh – Striking / fielding Game	Under the Sea dance planning	Rawmarsh	British Heart Foundation

					Net Game / Invasion Game	Lessons 3 – 6
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Curriculum Intent, Implementation and Impact Year 1

Gymnastics	
Intent	<p>For children to:</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination. • Explore gymnastic actions and still shapes. • Move confidently and safely in their own and general space using changes of speed, level and direction. • Copy or create and link movement phrases with beginning, middles and ends. • Know how to carry and place apparatus. • Recognise how their body feels when still and when exercising. • To watch and copy and describe what they and other have done
Implementation	<p>Planning to be adapted based on individual needs of children, and lessons repeated where necessary if a skill has not been secured.</p> <p>Autumn term: Rawmarsh planning lessons 1 – 6 Spring term: Rawmarsh planning 7 – 11 Summer term: Rawmarsh planning 12 – 16</p>
Impact	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Create and perform a movement sequence. • Remember, repeat and copy simple actions and movement sequences with a beginning, middle and end. • Link two actions to make a sequence. • Recognise and copy contrasting actions (narrow / wide, tall / small) • Travel in different ways, changing speed and direction and using different body parts. • Hold still shapes and simple balances including use of; foreleg, feet, foot, hips, tummy, hands, head and forearms. • Carry out simple stretches. • Carry out a range of simple jumps, landing safely. • Move around, under, over and through different objects and equipment using pushing and pulling. • Begin to move with control and care and return to the same space <p>Key skills learned - Rolls – log roll / curled side roll (egg roll) / teddy bear roll Jumps – straight jump / tuck / jumping jack / half tern / cat spring Handstands / cartwheels / round off – bunny hops / front support wheelbarrow Travelling – tiptoe / step / jump / hop / hopscotch / skipping / galloping Shapes and balances – standing balances / kneeling / tuck / pike / star / straight / straddle. Compete / perform – perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>

Games

	Skills – Autumn 1	Team Games – Spring / Summer
Intent	<p>For children to:</p> <ul style="list-style-type: none"> • Master basic movements - throwing and catching. • Develop co-ordination skills • Be able to apply skills into a range of activities. • Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. 	<p>For children to:</p> <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • To be able to engage in competitive sport (against others and self) and co-operative physical activities in a range of challenging situations.
Implementation	Val Sabin – unit 1, year 1	Rawmarsh planning Striking / fielding games – Merry-go-round or Speedy Pass Net games – Hoopla or Storming the Fort

Impact	<p>Children will be able to:</p> <p>Throwing and catching a ball:</p> <ul style="list-style-type: none"> • Throw a ball underarm and overarm. • Catch and bounce a ball. • Practise accurate throwing and consistent catching to and from a target. <p>Travelling with a ball:</p> <ul style="list-style-type: none"> • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Show some co-ordination when passing a ball around different parts of the body. <p>Using space:</p> <ul style="list-style-type: none"> • Use different ways of travelling in different direction and pathways. • To run at different speeds. <p>Compete / perform:</p> <ul style="list-style-type: none"> • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. <p>Evaluate:</p> <ul style="list-style-type: none"> • Watch and describe performances • Begin to say how they could improve. 	<p>Children will be able to:</p> <p>Striking and hitting a ball:</p> <ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving skills within a game. <p>Throwing and catching a ball:</p> <ul style="list-style-type: none"> • Roll a ball and be able to use skills in a game. <p>Passing / receiving a ball:</p> <ul style="list-style-type: none"> • Pass a ball to another player within a game. • Use kicking skills in a game <p>Using space:</p> <ul style="list-style-type: none"> • Begin to use space when playing a game. <p>Attacking and defending:</p> <ul style="list-style-type: none"> • Begin to use the terms attacking and defending. • To use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such a dodging to get past a defender. <p>Tactics and rules:</p> <ul style="list-style-type: none"> • Follow simple rules to play games, including team games. • To use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such a dodging to get past a defender. <p>Compete / perform:</p> <ul style="list-style-type: none"> • Engage in competitive activities and team games. • Recognise how to improve at a game requires practise, personal challenge and resilience skills and begin to apply these to their sport development.
	Dance	
	Unit 1 – Into The Woods	Unit 2 – Ice and Fire
Intent	<p>For children to:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills. • Perform dances using simple movement patterns. 	
Implementation	<p>A sequence of 6 lessons will build up to children learning a choreographed dance routine to perform.</p> <p>Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.</p>	<p>A sequence of 6 lessons will build up to children learning a choreographed dance routine to perform.</p> <p>At the end of the unit of work children will then work to choreograph their own dance routine to a given piece of music.</p> <p>Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.</p>

Impact	Skills developed by children by the end of Y1
	Dance skills: <ul style="list-style-type: none"> • Copy and repeat a sequence of actions linking them together with a simple start and finish to make short dance phrases. • Vary the speed of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Begin to improvise independently to create a simple dance. • Be able to perform simple movements within the 6 basic dance components – elevation, travel, rolls, gesture / isolations, dynamics and expansion and relaxation.
	Compete / perform: <ul style="list-style-type: none"> • Perform movement sequences learned with some control. • Explore, copy and perform a range of actions including basic body patterns, shapes and movements e.g. turn, jump, star, pike with some co-ordination and control. • Perform their dance phrases to an audience.
	Evaluate: <ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve. • Understand why it is important to count to music and use this in their dances.

Curriculum Intent, Implementation and Impact Year 2

Gymnastics	
Intent	<p>For children to:</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination. • Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. • Choose, use and vary simple compositional ideas in the sequences they create and perform. • Recognise and describe what their bodies feel like during different types of activities. • To improve their work using information they have gained by watching, listening and investigating. • Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

Implementatio	Planning to be adapted based on individual needs of children, and lessons repeated where necessary if a skill has not been secured. Autumn term: Rawmarsh planning lessons 1 – 7 Spring term: Rawmarsh planning 8 – 11 Summer term: Rawmarsh planning 12 – 16	
Impact	Acquiring and developing skills: <ul style="list-style-type: none"> • Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts. • Transfer weight to and from specific body parts. • Move / balance with hands and/or feet apart and together. • Step; side (slip) step • Hang and swing from legs and hands • Jump for height and distance from two feet • Handle large pieces of apparatus • Perform gymnastics moves with dynamics; move from high to low and low to high • Work with a partner to; move together and alongside, lead and follow and copy (match). • Move around within a space and along different pathways; straight, zig-zag and curved. <u>Key Skills</u> <ul style="list-style-type: none"> • Rolls – log rolls (controlled) / curled side roll (egg roll) / teddy bear roll / rocking forward roll / crouched forward roll. • Jumps – straight / tuck / jumping jack / half turn / cat spring (leap) / cat spring to straddle. • Handstands / cartwheel and round offs – bunny hop / front support cartwheel with partner / t-lever / scissor kick • Travelling – tiptoe / step / jump / hop / hopscotch / skipping / galloping / straight half turn. • Shapes and Balances – standing / kneeling / large body parts / balances on apparatus / balances with a partner / pike / tuck / star / straight / straddle / front and back support • Complete / perform – perform sequences of their own composition with coordination. Perform learnt skills with increasing control. 	
Games		
	Skills – Autumn 1	Team Games – Spring / Summer
Intent	For children to: <ul style="list-style-type: none"> • Master basic movements - throwing and catching. • Develop co-ordination skills • Be able to apply skills into a range of activities. 	For children to: <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • To be able to engage in competitive sport (against others and self) and co-operative physical activities in a range of challenging situations.
Implementatio	Val Sabin – year 2; inventing games units	Rawmarsh planning Striking / fielding games – Bean Bag Drop / How Far? Net games – Feed Me / Barrier Ball Invasion games – Touch Down / Shoot

Impact	<p>Children will be able to:</p> <p>Striking and hitting a ball:</p> <ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Position the body to strike a ball <p>Throwing and catching a ball:</p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. <p>Travelling with a ball:</p> <ul style="list-style-type: none"> • Bounce and kick a ball whilst moving. <p>Passing a ball:</p> <ul style="list-style-type: none"> • Know how to pass a ball in different ways. <p>Using space:</p> <ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, directions and courses. <p>Compete / perform:</p> <ul style="list-style-type: none"> • Perform skills learnt with increasing control. <p>Evaluate:</p> <ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand that sometimes they win and sometimes they lose. • Develop sporting attitudes for winning/loosing. <p>Striking and hitting a ball:</p> <ul style="list-style-type: none"> • Learn skills for play striking and fielding games. • Position the body to strike a ball <p>Throwing and catching a ball:</p> <ul style="list-style-type: none"> • Use throwing and catching skills in a game. <p>Travelling with a ball:</p> <ul style="list-style-type: none"> • Use kicking skills in a game. • Use dribbling skills in a game. <p>Using space:</p> <ul style="list-style-type: none"> • Begin to choose and use the best space in a game. <p>Attacking and defending:</p> <ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending. • Use at least one technique to attack or defend to play a game successfully. <p>Tactics and rules:</p> <ul style="list-style-type: none"> • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game. <p>Compete / perform:</p> <ul style="list-style-type: none"> • Perform skills learnt with increasing control. • Compete against self and others.
	Dance	
	Unit 1 – Countries	Unit 2 – Under the Sea
Intent	<p>For children to:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills. • Perform dances using simple movement patterns. 	

Implementation	<p>Children will explore 3 different dance styles – African, Bollywood and Street Dance learning a routine to copy for each style.</p> <p>At the end of the unit of work children will then work to choreograph their own dance routine to a given piece of music.</p> <p>Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.</p>	<p>A sequence of 6 lessons will build up to children learning a choreographed dance routine to perform.</p> <p>At the end of the unit of work children will then work to choreograph their own dance routine to a given piece of music.</p> <p>Each lesson will focus on developing one dance component and will include opportunities for creative improvisation to music.</p>
Impact	<p>Skills developed by all children by the end of Y2:</p> <p>Dance skills:</p> <ul style="list-style-type: none"> • Devise and repeat a sequence of 3 actions with a clear start and finish. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Vary the speed of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Explore space and how their body can move to express ideas, mood, character or feeling. • Response imaginatively to a variety of stimuli. • Use different transitions within a dance motif. • Use dynamics and expression within their movement sequences. • Use of counts of 8 consistently keep in time with the music and a partner. • Be able to name and create movements based upon the 6 basic dance components - elevation, travel, rolls, gesture / isolations, dynamics and expansion and relaxation. • To begin to develop an awareness of different styles / types of dance. <p>Compete / perform</p> <ul style="list-style-type: none"> • Perform sequences of their own composition with coordination. • Perform learnt skills with increasing control. <p>Evaluate:</p> <ul style="list-style-type: none"> • Watch and describe performances and use what they see to improve their own performances. • Talk about the differences between their work and that of others using key dance vocabulary. 	

End Point Summaries for KS1

General

Year 1	Year 2
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- I can describe how my body feels before, during and after exercise.
- I can carry and place equipment safely.

- I can recognise and describe how the body feels during and after different physical activities.
- I can explain what I need to stay healthy.

Games

Year 1	Year 2
<p>Skills developed by all children by the end of Y1:</p> <p>Striking and hitting a ball:</p> <ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving skills within a game. <p>Throwing and catching a ball:</p> <ul style="list-style-type: none"> • Throw a ball underarm and overarm. • Catch and bounce a ball. • Roll a ball and be able to use skills in a game. • Practise accurate throwing and consistent catching to and from a target. <p>Travelling with a ball:</p> <ul style="list-style-type: none"> • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Show some co-ordination when passing a ball around different parts of the body. <p>Passing a ball:</p> <ul style="list-style-type: none"> • Pass a ball to another player within a game. • Use kicking skills in a game. <p>Using space:</p> <ul style="list-style-type: none"> • Use different ways of travelling in different direction and pathways. • To run at different speeds. • Begin to use space when playing a game. 	<p>Skills developed by all children by the end of Y2:</p> <p>Striking and hitting a ball:</p> <ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for play striking and fielding games. • Position the body to strike a ball <p>Throwing and catching a ball:</p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw, catch and bounce a ball with a partner. • Use throwing and catching skills in a game. • Throw a ball for distance. • Use hand-eye coordination to control a ball. • Vary types of throw used. <p>Travelling with a ball:</p> <ul style="list-style-type: none"> • Bounce and kick a ball whilst moving. • Use kicking skills in a game. • Use dribbling skills in a game. <p>Passing a ball:</p> <ul style="list-style-type: none"> • Know how to pass a ball in different ways. <p>Using space:</p> <ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, directions and courses. • Begin to choose and use the best space in a game.

<p>Attacking and defending:</p> <ul style="list-style-type: none"> • Begin to use the terms attacking and defending. • To use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such a dodging to get past a defender. <p>Tactics and rules:</p> <ul style="list-style-type: none"> • Follow simple rules to play games, including team games. • To use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such a dodging to get past a defender. <p>Compete / perform:</p> <ul style="list-style-type: none"> • Perform using a range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. <p>Evaluate:</p> <ul style="list-style-type: none"> • Watch and describe performances • Begin to say how they could improve. 	<p>Attacking and defending:</p> <ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending. • Use at least on technique to attach or defend to play a game successfully. <p>Tactics and rules:</p> <ul style="list-style-type: none"> • Understand the importance of rules in games. • Use at least one technique to attack or defend to play a game. <p>Compete / perform:</p> <ul style="list-style-type: none"> • Perform skills learnt with increasing control. • Compete against self and others. <p>Evaluate:</p> <ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others.
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Gymnastics

Year 1	Year 2
Acquiring and developing skills:	Acquiring and developing skills:

<ul style="list-style-type: none"> • Create and perform a movement sequence. • Remember, repeat and copy simple actions and movement sequences with a beginning, middle and end. • Link two actions to make a sequence. • Recognise and copy contrasting actions (narrow / wide, tall / small) • Travel in different ways, changing speed and direction and using different body parts. • Hold still shapes and simple balances including use of; foreleg, feet, foot, hips, tummy, hands, head and forearms. • Carry out simple stretches. • Carry out a range of simple jumps, landing safely. • Move around, under, over and through different objects and equipment using pushing and pulling. • Begin to move with control and care. • Return to the same space 	<ul style="list-style-type: none"> • Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts. • Transfer weight to and from specific body parts. • Move / balance with hands and/or feet apart and together. • Step; side (slip) step • Hang and swing from legs and hands • Jump for height and distance from two feet • Handle large pieces of apparatus • Perform gymnastics moves with dynamics; move from high to low and low to high • Work with a partner to; move together and alongside, lead and follow and copy (match). • Move around within a space and along different pathways; straight, zig-zag and curved.
<p><u>Key skills</u></p> <ul style="list-style-type: none"> • Rolls – log roll / curled side roll / teddy bear roll • Jumps – straight jump / tuck / jumping jack / half tern / cat spring • Handstands / cartwheels / round off – bunny hops / front support wheelbarrow • Travelling – tiptoe / step / jump / hop / hopscotch / skipping / galloping • Shapes and balances – standing balances / kneeling / tuck / pike / star / straight / straddle. • Complete / perform – perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. 	<p><u>Key Skills</u></p> <ul style="list-style-type: none"> • Rolls – log rolls (controlled) / curled side roll (egg roll) / teddy bear roll / rocking forward roll / crouched forward roll. • Jumps – straight / tuck / jumping jack / half turn / cat spring (leap) / cat spring to straddle. • Handstands / cartwheel and round offs – bunny hop / front support wheelbarrow with partner / t-lever / scissor kick • Travelling – tiptoe / step / jump / hop / hopscotch / skipping / galloping / straight half turn. • Shapes and Balances – standing / kneeling / large body parts / balances on apparatus / balances with a partner / pike / tuck / star / straight / straddle / front and back support • Complete / perform – perform sequences of their own composition with coordination. Perform learnt skills with increasing control.

Dance

Year 1	Year 2
Skills developed by all children by the end of Y1:	Skills developed by all children by the end of Y2:

Dance skills:

- Copy and repeat a sequence of actions linking them together with a simple start and finish to make short dance phrases.
- Vary the speed of their actions.
- Use simple choreographic devices such as unison, canon and mirroring.
- Begin to improvise independently to create a simple dance.
- Be able to perform simple movements within the 6 basic dance components – elevation, travel, rolls, gesture / isolations, dynamics and expansion and relaxation.

Compete / perform:

- Perform movement sequences learned with some control.
- Explore, copy and perform a range of actions including basic body patterns, shapes and movements e.g. turn, jump, star, pike with some co-ordination and control.
- Perform their dance phrases to an audience.

Evaluate:

- Watch and describe performances.
- Begin to say how they could improve.
- Understand why it is important to count to music and use this in their dances.

Dance skills:

- Devise and repeat a sequence of 3 actions with a clear start and finish.
- Create a short motif inspired by a stimulus.
- Change the speed and level of their actions.
- Vary the speed of their actions.
- Use simple choreographic devices such as unison, canon and mirroring.
- Explore space and how their body can move to express ideas, mood, character or feeling.
- Response imaginatively to a variety of stimuli.
- Use different transitions within a dance motif.
- Use dynamics and expression within their movement sequences.
- Use of counts of 8 consistently keep in time with the music and a partner.
- Be able to name and create movements based upon the 6 basic dance components - elevation, travel, rolls, gesture / isolations, dynamics and expansion and relaxation.
- To begin to develop an awareness of different styles / types of dance.

Compete / perform

- Perform sequences of their own composition with coordination.
- Perform learnt skills with increasing control.

Evaluate:

- Watch and describe performances and use what they see to improve their own performances.
- Talk about the differences between their work and that of others using key dance vocabulary.