



	EYFS	KS1	LKS2	UKS2
Dance	<p>EYFS Outcomes – Physical development</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and</p>	<p>Pupils should be taught to:</p> <p><u>Compose:</u></p> <ul style="list-style-type: none"> • Develop control of movement using: • Actions – travel, stretch, twist, turn, jump • Space – forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics – slowly, quickly, with appropriate expression. • Use own ideas to sequence dance • Sequence and remember a short dance <p><u>Perform:</u></p> <ul style="list-style-type: none"> • Move spontaneously showing some control and co-ordination; 	<p>Pupils should be taught to:</p> <p><u>Compose:</u></p> <ul style="list-style-type: none"> • Develop movement using; <ul style="list-style-type: none"> - Actions – travel, turn, gesture, jump, stillness; - Space - formation, direction and levels; - Relationships – whole group and duo; - Dynamics – explore speed, energy • Explore and experiment with movement ideas and possibilities • connect different ideas showing a clear beginning, middle and end <p><u>Perform:</u></p> <ul style="list-style-type: none"> • Show co-ordination, control and strength • Show focus, projection and musicality 	<p>Pupils should be taught to:</p> <p><u>Compose – as in LKS2 though more emphasis will be upon clarity of actions and pupils' own ideas:</u></p> <ul style="list-style-type: none"> • Develop movement using; <ul style="list-style-type: none"> - Actions – travel, turn, gesture, jump, stillness; - Space - formation, direction and levels; - Relationships – whole group and duo; - Dynamics – explore speed, energy <p><u>Perform:</u></p> <ul style="list-style-type: none"> • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions – travel, turn, gesture, jump, & stillness



<p>agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Skip, hop, stand on one leg and hold a pose</p>	<ul style="list-style-type: none"> • Move with confidence when walking, hopping, jumping, landing; • Move with rhythm in the above actions; • Demonstrate good balance; • Move in time with music; • Co-ordinate arm and leg actions (e.g. march and clap); • Interact with a partner (e.g. holding hands, swapping places, meeting and parting). <p><u>Appreciate:</u></p> <ul style="list-style-type: none"> • Use imagination in dance activities • Respond in a variety of ways through movement to a range of stimuli • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise that dance is an enjoyable activity • Recognise the changes in the body when dancing and how this can contribute to keeping healthy 	<ul style="list-style-type: none"> • Demonstrate different dance actions – travel, turn, gesture, jump, & stillness • Demonstrate dynamic qualities – speed, energy & continuity • Demonstrate use of space – levels, directions, pathways & body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting • Copy, repeat and remember movement, developing movement memory <p>–</p> <p><u>Appreciate:</u></p> <ul style="list-style-type: none"> – Show an awareness of different dance styles and traditions; – Understand and use simple dance vocabulary; – Compare and comment on their own and other's work – strengths and areas for improvement. – Understand why safety is important 	<ul style="list-style-type: none"> • Demonstrate dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size & body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact • Copy, repeat and remember complex movement, developing movement memory <p><u>Appreciate (as in LKS2 though more emphasis will be upon pupils' own ideas and explanation of their feedback):</u></p> <ul style="list-style-type: none"> • Show an awareness of different dance styles and traditions; • Understand and use simple dance vocabulary; • Compare and comment on their own and other's work
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	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			<ul style="list-style-type: none"> - strengths and areas for improvement. • Take on board feedback and deal positively with praise and criticism • Understand why safety is important
<p>Athletics</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Confidently and safely use a range of</p>	<p><u>Running:</u></p> <ul style="list-style-type: none"> - Run for 1 minute; - Show differences in running at speed and jogging; - Use different techniques to meet challenges; - Describe different ways of running. <p><u>Jumping:</u></p> <ul style="list-style-type: none"> - Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot); - Perform combinations of the above; - Show control at take-off and landing; - Describe different ways of jumping; - Explain what is successful or how to improve. 	<p><u>Running:</u></p> <ul style="list-style-type: none"> - Run smoothly at different speeds; - Choose different styles of running of different distances; - Pace and sustain their effort over longer distances; - Watch and describe specific aspects of running (e.g. what arms and legs are doing); - Recognise and record how the body works in different types of challenges over different distances; - Carry out stretching and warm-up safely; - Set realistic targets of times to achieve over a short and longer distance (with guidance). 	<p><u>Running:</u></p> <ul style="list-style-type: none"> - Sustain pace over longer distance, aiming to run continuously for 10 minutes; - Perform relay change-overs; - Identify the main strengths of a performance of self and others; - Identify parts of the performance that need to be improved; - Perform a range of warm-up exercises specific to running for short and longer distances; - Explain how warming up affects performance; - Explain why athletics can help stamina and strength;



<p>large and small apparatus indoors and outside, alone and in a group</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including sport</p>	<p><u>Throwing:</u></p> <ul style="list-style-type: none"> - Throw into targets; - Perform a range of throwing actions e.g. rolling, underarm, overarm; - Describe different ways of throwing; - Explain what is successful or how to improve. 	<p><u>Jumping:</u></p> <ul style="list-style-type: none"> - Perform combinations of jumps e.g. hop, step, jump showing control and consistency; - Choose different styles of jumping; - Watch and describe specific aspects of jumping e.g. what arms and legs are doing; - Set realistic targets when jumping for distance for or height (with guidance). <p><u>Throwing:</u></p> <ul style="list-style-type: none"> - Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus); - Throw with greater control; - Consistently hit a target with a range of implements; - Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) - Set realistic targets when throwing over an increasing distance and 	<ul style="list-style-type: none"> - Set realistic targets for self, of times to achieve over a short and longer distance <p><u>Jumping:</u></p> <ul style="list-style-type: none"> - Demonstrate a range of jumps showing power and control and consistency at both take-off and landing; - Set realistic targets for self, when jumping for distance or height. <p><u>Throwing:</u></p> <ul style="list-style-type: none"> - Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, 'howlers' and balls; - Organise small groups to SAFELY take turns when throwing and retrieving implements; - Set realistic targets for self, when throwing over an increasing distance and understand that some



	<p>Use core muscle strength to achieve good posture.</p> <p>Continue to develop their movement, balancing and riding (using balance bikes)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		<p>understand that some implements will travel further than others (guidance)</p>	<p>implements will travel further than others.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Gymnastics</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - Rolling - crawling - walking - jumping - running - hopping 	<p><u>Sequencing</u> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p> <p><u>Balancing</u></p> <ul style="list-style-type: none"> • Continue to develop the balances with greater strength control. <p><u>Travel</u></p>	<p><u>Sequencing</u> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.</p> <p><u>Balancing</u></p> <ul style="list-style-type: none"> • Balance on floor and apparatus exploring which body parts are the safest to use. 	<p><u>Sequencing</u> Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances.</p> <p><u>Balancing</u></p>



<ul style="list-style-type: none"> - skipping - climbing <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Negotiate space and obstacles safely, with</p>	<ul style="list-style-type: none"> • Begin to travel on hands and feet (hands flat on floor and fully extend arms). <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Explore shape in the air when jumping and landing with control (e.g. star shape). <p><u>Roll</u></p> <p>Continue to develop control in different rolls</p>	<ul style="list-style-type: none"> • Explore balancing with a partner: facing, besides, behind and on different levels. <p><u>Travel</u></p> <ul style="list-style-type: none"> • Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus. <p><u>Jumping</u></p> <ul style="list-style-type: none"> • perform jumps from a bench - keeping body upright, strong core, tension and extension in limbs. • Explore leaping forward (on floor and along bench) controlling take-off and landing. <p><u>Roll</u></p> <ul style="list-style-type: none"> • Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. 	<ul style="list-style-type: none"> • Perform balances with control, showing good body tension. • Mirror and match partner's balance i.e. making same shape on a different level or in a different place. • Explore symmetrical and asymmetrical balances on own and with a partner. <p><u>Travel</u></p> <ul style="list-style-type: none"> • Increase the variety of pathways, levels and speeds of travel. • Travel in time with a partner, move away from and back to a partner. <p><u>Jumping</u></p> <ul style="list-style-type: none"> • Jump along, over and off apparatus of varying height with control in the air and on landing. <p><u>Roll</u></p>
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<p>consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Match their developing physical skills to tasks and activities in the setting, making decisions on whether to crawl, walk, roll or run depending on the space available.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics,</p>			<ul style="list-style-type: none">• Explore different starting and finishing positions when rolling.• Explore symmetry and asymmetry throughout the rolling actions.
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	<p>Skip, hop, stand on one leg and hold a pose</p>			
<p>Games: Striking and Fielding; Invasion; Wall and Net</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including:</p>	<p><u>Physical Skills</u></p> <ul style="list-style-type: none"> • Play co-operatively and competitively with a partner/team of 3 • Use space well e.g. move into a space or jump to stop catch or strike a ball • Be a competent mover; avoid others and falling over by controlling body (move forward, sideways and backwards at different speeds with control) • Control and make decisions when playing with balls of various sizes & shapes; <ul style="list-style-type: none"> - roll & throw underarm/overarm to a partner, 	<p><u>Physical Skills</u></p> <ul style="list-style-type: none"> • Keep games going because they have the skill and control to do so: <ul style="list-style-type: none"> - throw and catch in different ways, - choose the right time to pass, - select the best place to pass to a team mate or to outwit an opponent, - join actions together like move, receive, shoot • Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate • Use space well by finding and moving into a free space/passing to team mates when they are in a good space 	<p><u>Physical Skills</u></p> <ul style="list-style-type: none"> • Pass, control, dribble and shoot with accuracy and fluency while on the move • Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in versions of invasion, net/wall, striking/fielding games • Demonstrate the confidence and competence to successfully take part in the range of games as described above • Demonstrate the perseverance to improve



	<p>throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Choose the right resources to carry out a plan, including collaborating with others.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical</p>	<ul style="list-style-type: none"> - receive balls of various sizes and shapes from a partner, - bounce and catch on the spot and on the move, - strike & receive the ball with a foot - hit a ball with a bat when playing with a partner <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> • Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by changing the space/task/equipment/people • Make up simple rules with others to make the game enjoyable and challenging • Understand simple tactics to outwit a partner/small team when attacking or defending • Change their intended action in response to their opponent • Have the determination to practise to improve own skills <p><u>Team skills</u></p>	<ul style="list-style-type: none"> • Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games • Have the confidence to try out new skills and recognise which skills they need to practise <p><u>Thinking skills</u></p> <ul style="list-style-type: none"> • with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack • understand own and others' strengths and weaknesses and have the confidence to practise to improve • understand how to take responsibility for their own and others' safety when playing games • adapt and make up rules to suit the equipment/space/targets used <p><u>Team skills</u></p> <ul style="list-style-type: none"> • keep possession of the ball • select different positions in the team based on strengths of players • agree on their own rules to suit the equipment 	<p><u>Thinking skills</u></p> <ul style="list-style-type: none"> • understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team • make decisions quickly in a game • change tactics/roles as necessary for the success of the whole team • understand the transference of skills from one type of game to another and apply appropriately • reflect on own and others' performance to help improve personal and team skills and performance <p><u>Team skills</u></p> <ul style="list-style-type: none"> • understand and keep to the rules of the games described above to enable the game to flow and keep players safe • select different positions in the team based on strengths of players • challenge and encourage each other to perform to the best of their ability
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Progression in P.E.

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	<p>disciplines including sport</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> • Include others in their games • Begin to recognise what they and others can do well • Keep to rules so that they and others enjoy an activity • Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose 	<ul style="list-style-type: none"> • keep to the rules so that they and others enjoy and are challenged • encourage team mates to do well • accept winning and losing as part of games 	<ul style="list-style-type: none"> • control the feelings experienced e.g. nervousness / excitement / disappointment to help themselves and others enjoy the games
Swimming			<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance up to 25 metres; - use a range of strokes (e.g. front crawl, backstroke and breaststroke) 	<p><u>Pupils should be taught to:</u></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 (e.g. front crawl, backstroke and breaststroke); - perform safe self-rescue in different water-based situations



Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Match their developing physical skills to tasks and activities in the setting, making decisions on whether to crawl, walk, roll or run depending on the space available.

Orientation

Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom.

Communication

Begin to work co-operatively with others;
Plan and share ideas.

Problem Solving

Discuss how to follow trails and solve problems;
Select appropriate equipment for the task.

Orientation

Orientate simple maps and plans.

Communication

Co-operate and share roles within a group;
Listen to each other's ideas when planning a task and adapt.

Problem Solving

Select appropriate equipment/route/people to solve a problem successfully.

Orientation

Use the eight points of the compass to orientate.

Communication

Understand individuals' roles and responsibilities;
Recognise and talk about the dangers of tasks.

Problem Solving

Plan strategies to solve problems/plan routes/follow trails/build shelters etc.

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	<p><i>Choose the right resources to carry out a plan, including collaborating with others.</i></p> <p><i>Go up steps and stairs, or climb up apparatus, using alternative feet.</i></p> <p><i>Choose the right resources to carry out a plan, including collaborating with others.</i></p>			
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