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|  |   **Developing Skills** |   **Application of Skills** |  **Evaluation of Performance** |
| **Gymnastics** | **SHAPE** – Wide, thin**TRAVELLING – FEET** – jog, skip, gallop, hop, walk forwards,  Backwards.**TRAVELLING – HAND AND FEET** - frog, monkey, bunny, crab, bear, caterpillar, crocodile etc.**BALANCING** – front support, balance on 4&3 points, large body parts, tummy, back, bottom and shoulder.**JUMPING AND LANDING** – 2-2 for height**ROLLING** – rocking on back, pencil and egg rolls.**APPARATUS** – mats, benches and tables. | Create a simple sequence by linking 2 actions through rolling, travelling or jumping.Teach a sequence to a partner and copy it.Remember and repeat simple sequences.Link ‘like’ actions.Adapt and transfer whole or part of a sequence to perform on simple apparatus. | Children will describe and comment on their own performance.Children will describe and comment on classmates' performances.Children will know what they need to do to improve. |
| **Dance** | **BODY ACTIONS**- copy and explore basic body actions from a range of stimuli (words, poetry, pictures, sounds and objects) eg. **Three Little Pigs, Robots****TRAVEL** – scuttle, scurry**TURN** – spiral, rotate.**JUMP** – pounce, launch**GESTURE** – frantic, fearful**STILLNESS** – freezeCopy simple movement patterns eg, uncurl, stretch and tiptoe.Show and tell using body actions to explore moods, ideas and feelings.Vary speed, strength, energy and tension of their movements. | Choose movements to make their own simple dance phrase with beginning, middle and ending.Practise and repeat these short dance phrases so they can be performed in a controlled way.Choose and link actions that express a mood, idea or feeling.Perform these actions and show some sense of dynamic, expressive and rhythmic qualities in their own dance. | Children will describe, using simple dance vocabulary, their own and their classmates' performances.Children describe how the dance made them feel. |
| **FMS Games** | Perform Fundamental Movement Skills at a developing level in:RunningHoppingSkippingJumpingRolling (a ball)KickingBouncing (a ball)Throwing (overarm and underarm)Catching | Apply FMS in 1v1, 1v2, 1v3 games based on net and striking and fielding games.The aim is to use a simple tactic to outwit the opponent. | Children will describe and comment on their own performance.Children will describe and comment on classmates' performances.Children will know what they need to do to improve. |