|  |  |  |  |
| --- | --- | --- | --- |
|  | **Developing Skills** | **Application of Skills** | **Evaluation of Performance** |
| **Gymnastics** | **SHAPE** – Wide, thin, dish, arch, tuck  **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, dish roll, teddy/circle roll, forward roll.  **APPARATUS** – mats, benches and tables. | Create a simple sequence by linking 4 actions through rolling, travelling, balancing and jumping with a clear starting position and finishing position.  Teach a sequence to a partner and copy it.  Remember and accurately repeat simple sequences.  Link ‘unlike’ actions.  Adapt and transfer 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. **Explorers and The Fire of London**.  TRAVEL – scuttle, scurry  TURN – turn, spin.  JUMP – leap, dart  GESTURE – be as a flame, triumphant discoverer.  STILLNESS – freeze  Copy simple movement patterns eg, run, leap flicker streamers or scarves.  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.  Remember and repeat movements showing a greater control, coordinations and spatial awareness.  Perform short dances showing an understanding of expressive qualities. | 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 and starting to master some basic movements in:  Running  Galloping  Dodging  Jumping  Rolling (a ball)  Kicking  Bouncing (a ball)  Throwing (overarm and underarm)  Catching  Striking a ball | Apply FMS in 1v3 and 2v2 games based on net and striking and fielding games.  The aim is to use a simple tactic to outwit the opponent.  Developing an early understanding of simple concepts of attack. | 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. |
| **OAA** | Taking responsibility for self and others, respecting and trusting and caring for others. Cooperating and working together as a team. Understanding different types of trails to follow. | Working with a partner to undertake an adventurous journey within the school grounds eg. Find that photo, get in shape and arrows and jigsaws. Working collaboratively to record answers and solve problems eg. Count me in. Making decisions about how to navigate safely to a control site. | Children describe and comment on how they worked with others.  Children will discuss any improvements that may need to be made. |