

## Lily Lane Primary School

### Physical Education/Development: Progression of Skills

EYFS	Nursery	Reception
	Repetition and consolidation of the skills:	Repetition and consolidation of the skills:
<b>Educational Programme</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
<b>Gross Motor Skills</b>	<p><b>Symmetrical bilateral co-ordination:</b> I can use both sides of my body at the same time in a controlled and organised manner. I can move my hands and/or feet to perform the <b>same</b> motion, eg clapping, pull apart toys, and jumping.</p> <p><b>Reciprocal bilateral co-ordination:</b> I can use both sides of my body in a controlled and organised manner, using <b>alternate rhythmical</b> movements, eg crawling, walking and riding a bike.</p> <p><b>Asymmetrical bilateral co-ordination:</b> I can use both sides of my body in a controlled and organised manner, to perform <b>separate tasks</b> with one side leading and the other side supporting/assisting eg cutting paper, sewing and playing a musical instrument.</p> <p><b>Crossing the midline:</b> I can reach across the middle of my body with my arms and legs crossing over to the opposite side.</p> <p><b>Eye hand co-ordination (visual motor integration):</b> I can demonstrate the ability to control my hand movement guided by my vision.</p> <p><b>Upper body strength and stability:</b> I can develop effective arm movement and control through strengthening and stabilising my core (trunk). My stable core provides a solid base of support from which my arms and legs are free to move with precision and control. Core muscles are those muscles that stabilize my <b>shoulder girdle, spine and pelvis.</b></p>	<p>I can continue to develop my symmetrical bilateral co-ordination, reciprocal bilateral co-ordination, asymmetrical bilateral co-ordination, crossing the midline, eye hand co-ordination (visual motor integration) and my upper body strength and stability.</p> <p><b><u>On-going skills:</u></b></p> <p><b>I can...</b> revise and refine the fundamental movement skills they have already acquired: <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i></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 dance, gymnastics, sport and swimming.</p> <p>progress towards a more fluent style of moving, with developing control and grace.</p> <p>use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

	<p><b><u>On-going skills:</u></b></p> <p><b>I can...</b></p> <p>continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>start taking part in some group activities which I make up for myself, or in teams.</p> <p>be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>match my developing physical skills to tasks and activities in the setting. <i>For example, I decide whether to crawl, walk or run across a plank, depending on its length and width.</i></p> <p>choose the right resources to carry out my own plan. <i>For example, choosing a spade to enlarge a small hole they dug with a trowel.</i></p> <p>collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</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>further develop and refine a range of ball skills including: <i>throwing, catching, kicking, passing, batting, and aiming.</i></p> <p>develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>further develop the skills I need to manage the school day successfully: lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene * <b><i>Linked with PSE / Managing Self</i></b></p> <p><b>Early Learning Goal:</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Negotiate space and obstacles safely, with consideration for themselves and others</b></li> <li><input type="checkbox"/> <b>Demonstrate strength, balance and coordination when playing</b> <input type="checkbox"/> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></li> </ul>
<p><b>Fine Motor Skills</b></p>	<p><b>Hand arches:</b> I can manipulate materials to strengthen the arches within the palm of my hand that enable my hand to grasp objects of different sizes and shapes. These arches direct the skilled movement of my fingers and control the power of my grasp.</p> <p><b>In-hand manipulation:</b> I can move and position objects within one hand without the assistance of my other hand.</p>	<p>I can continue to develop my hand arches, in-hand manipulation, thumb opposition and my finger isolation.</p> <p><b><u>On-going skills:</u></b></p> <p><b>I can...</b></p>

	<p><b>Thumb opposition: I can</b> turn and rotate my thumb so that it can touch each fingertip of the same hand. This allows me to grasp objects of various sizes and operate tools.</p> <p><b>Finger isolation: I can</b> move each finger one at a time. This contributes to my development of an efficient pencil grasp, typing on a keyboard, playing musical instruments, tying shoelaces etc. I can establish an effective pencil grip for mark making.</p> <p><b><u>On-going skills:</u></b></p> <p><b>I can...</b></p> <p>use one-handed tools and equipment. <i>For example, making snips in paper with scissors.</i></p> <p>use a comfortable grip with good control when holding pens and pencils.</p> <p>start to eat independently and am learning how to use a knife and fork * <b>Links to PSE / Managing Self</b> .</p> <p>show a preference for a dominant hand.</p> <p>be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: <i>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</i></p> <p>develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p><b>Early Learning Goal:</b> <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</b></li> <li><input type="checkbox"/> <b>Use a range of small tools, including scissors, paint brushes and cutlery</b> <input type="checkbox"/></li> </ul> <p><b>Begin to show accuracy and care when drawing.</b></p>
<p><b>Characteristics of Effective Learning</b></p>	<p style="text-align: center;"><b><u>On-going skills across EYFS:</u></b> <b>Playing and Exploring (Engagement):</b></p> <ul style="list-style-type: none"> <li>• Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>▪ Reach for and accept objects. Make choices and explore different resources and materials. <ul style="list-style-type: none"> <li>▪ Plan and think ahead about how they will explore or play with objects.</li> </ul> </li> <li>▪ Guide their own thinking and actions by talking to themselves while playing. <ul style="list-style-type: none"> <li>▪ Make independent choices.</li> </ul> </li> </ul>	

Orange: Physical Me Outcomes, Red: Healthy Me Outcomes, Blue: Social Me Outcomes, Purple: Thinking Me Outcomes

- Do things independently that they have been previously taught.

- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

- Respond to new experiences that you bring to their attention.

#### **Active Learning (Motivation):**

- Participate in routines, such as going to their cot or mat when they want to sleep.

- Begin to predict sequences because they know routines.

- Show goal-directed behaviour.

- Use a range of strategies to reach a goal they have set themselves.

- Begin to correct their mistakes themselves.

- Keep on trying when things are difficult.

#### **Thinking and Creating Critically (Thinking):**

- Take part in simple pretend play.

- Sort materials.

- Review their progress as they try to achieve a goal. Check how well they are doing.

- Solve real problems:

- Use pretend play to think beyond the 'here and now' and to understand another perspective.

- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.

- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

KS1	Year 1	Year 2
<b>FMS Through Gymnastics</b>	<p><b>Autumn 1:</b>  I can perform basic actions – rolling, travelling, jumping, weight on hands and balancing.  I can perform the basic actions <b>and</b> apply key stability skills and safety principles.  I can get out and put away all the apparatus safely. (I know how to and can work with a partner to safely move equipment and put it into a space of choice or directed by teacher).  I can work safely on the apparatus applying key safety principles  I can say or show how I use some parts of my body when being active in gymnastics.  I can take turns on the gymnastics apparatus and find ways to balance while waiting to use a piece of apparatus.  I can show or tell the actions performed and be able to make improvements and say what has improved.</p> <p><b>Autumn 2:</b>  I can safely perform each of the basic actions in at least 3 ways showing increasing body control and developing stability skills.  I can make different shapes and hold them.  I can perform the above ways, transferred to the apparatus showing a focus on safety and individuality around, under, over and through the apparatus.  I can say or show at least 3 different gymnastic actions that either makes us feel out of breath or is fun.  I can join in with exploring all the gymnastics activities even if I find them difficult.  I can find at least 2 ways to challenge myself to make gymnastic actions harder and improve skills.</p> <p><b>Spring 1:</b>  I can focus on individual body parts and be aware of what they are doing when performing the basic actions.  I can perform an inverted balance.</p>	<p><b>Autumn 1:</b>  I can practice FMS in gymnastics context, showing some confidence, self-control and competence.  I can travel, jump, roll, and take the weight of the body on the hands and develop balance with some co-ordination, balance and body control safely on the floor and apparatus .  I can perform each of the basic actions in at least 4 different ways on floor and apparatus.  I can work with my group to safely move the gymnastics equipment following the safety rules.  I can plan which balances and actions to use in gymnastics to adapt to the apparatus when moving over, around and under.  I can use the apparatus safely including landing, controlling my actions, showing good upright posture.  I can work well in a group to share the apparatus safely following the rules for gymnastics.  I can say and show how apparatus makes my moves different or better.</p> <p><b>Autumn 2:</b>  I can demonstrate awareness of body shape whilst performing the basic actions e.g. stretched and curled, narrow and wide.  I can vary actions by focusing on different body shapes – tuck, pike, straddle on both floor and apparatus.  I can explore and perform the 5 basic jumps with controlled landing.  I can demonstrate awareness of the direction in which the basic actions are being performed, backwards, forwards, sideways, diagonal, up and down.  I can reflect on the actions chosen and say which parts worked well on both on the floor and the apparatus and which could have been better, and why.  I can communicate what happens to my breathing during different parts of the gymnastics lesson compared to when I am not active.  I can copy and share ideas to improve my own work (through questioning demonstrations use of ICT).</p>

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	<p>I can keep balance when travelling in a straight line on a piece of equipment.</p> <p>I can discuss why and how I have been active throughout the gymnastics lessons and why this is good for health and well-being and be able to say how I use parts of my body.</p> <p>I can understand the importance of the safety rules for gymnastics (safely, silently, swiftly, sign language, sensibly, sensationally).</p> <p>I can say how well the rules are being followed in gymnastics.</p> <p>I can say and show each gymnastic action is that is found to be easy or hard and the reasons why.</p> <p>I can begin to discuss what to do to improve each movement.</p> <p><b>Spring 2:</b> I can demonstrate awareness of the directions in which the basic actions are being performed – forwards, backwards, sideways, diagonal.</p> <p>I can focus on the direction that the basic actions are being performed on the apparatus – forwards, backwards, sideways, up and down safely avoiding others.</p> <p>I can land and move safely with control.</p> <p>I can listen carefully to the teacher and my peers and follow instructions carefully.</p> <p>I can say or show which piece of equipment works best in different situations.</p> <p><b>Summer 1:</b> I can demonstrate awareness of how to slow actions down and speed actions up whilst keeping control.</p> <p>I can focus on the actions that can be performed really slowly and contrast them to actions that can be performed more quickly.</p> <p>I can show different balanced starting and finishing positions.</p> <p>I can perform some actions more slowly than others when transferring work on to the apparatus.</p> <p>I can walk down steps using alternate feet.</p> <p>I can say or show what myself and my peers are good at and how this makes me/us feel good.</p> <p>I can share my work with a partner or class through demonstrations to either make own or others gymnastic actions better.</p> <p>I can say or show how to keep balance when not in a stable position.</p>	<p><b>Spring 1:</b> I can perform some of the basic actions really slowly.</p> <p>I can link together pairs of the basic actions or perform individual actions sequence under control showing changes in speed.</p> <p>I can make up a sequence that links at least 3 different types of jump together on the floor and land safely, balanced and in full control.</p> <p>I can evaluate how actions were made slower to keep control and posture of movement.</p> <p>I can talk about the role of eating 5 a day, choosing healthier foods along side exercise and begin to talk about why this is good for our health and well-being.</p> <p>I can be a role model and try new ideas, show good energy to help others copy my work and work well together.</p> <p><b>Spring 2:</b> I can perform most of FMS some emerging ABCs efficiently with body control, changes of speed, levels and direction.</p> <p>I can perform gymnastics actions and FMS with confidence and competence and be able to recognise how to make their work aesthetically pleasing</p> <p>I can demonstrate that I know how to and be able to rock and roll from one balanced position into another on a different part of my body keeping control and holding balances for at least 3 seconds.</p> <p>I can use imagination to create actions including how to rock and roll form one balanced action into another and reflect using ICT / demonstrations how to make the sequence flow.</p> <p>I can encourage others to join in.</p> <p>I can enjoy being physically active.</p> <p><b>Summer 1:</b> I can perform individual actions or link actions together in a short sequence of at 3 actions which can be repeated on both floor and apparatus.</p> <p>I can apply changes in direction and speed to actions on both floor and apparatus.</p> <p>I can show changes in speed and direction and different pathways when travelling in space.</p> <p>I can say or show how the sequence has been changed or adapted to consider the use of apparatus.</p> <p>I can say or show how movements and balances have safely linked with control on the floor and or the apparatus.</p>
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	<p><b>Summer 2:</b>  I can perform a sequence of paired actions focusing on the transition from one action to the other with fluency.  I can perform and link at least 3 balances on the floor including one inverted balance.  I can safely transfer linked actions on to the apparatus and perform with individuality.  I can drink water and eat fruit and veg daily to support PE lessons.  I can look at my own or with others work using ICT to improve gymnastic actions.  I can encourage others to join in and be supportive of their work.  I can learn a short sequence of movements and say or show what is in it.</p>	<p>I can share ideas with a partner to make sequence link changing and to change speed.  I can demonstrate how and why the sequence has improved by better posture, balance, energy and control.</p> <p><b>Summer 2:</b>  I can perform individual actions or a sequence of at least 3 actions with a clear start and finish position.  I can ensure my sequence has clear shapes and is performed with a degree of fluency and rhythm of movement.  I can demonstrate that I know how to and can turn smoothly with control, or jump and turn with control to face a different direction and when ready apply this to the sequence.  I can evaluate my own or the work of my peers using a simple gymnastics performance criteria from the teacher and evaluate how to score more points.  I can work well with different partners and always try their best.</p>
<p><b>FMS Through Outdoor Games</b></p>	<p><b>Autumn 1: Focus – FMS Locomotion:</b> walking, running. Stability: stopping safely. Manipulation: throwing and catching  I can practice FMS in a games context e.g. Locomotion (travelling) skills walking, running, galloping, skipping, jumping, hopping, leaping developing stability and stopping / landing safely with control and good posture.  I can develop control and safety (stopping) of the basic actions.  I can develop manipulation (object control) in games e.g. throwing and catching, bouncing, aiming, kicking, dribbling etc.  I can make up a game that scores points on my own and evaluate my game to score more points. (Beat my PB).  I can show or tell the actions performed and be able to make improvements and say what has improved .  I can work safely with the equipment applying key safety principles .  I can enjoy running around and playing with others.</p> <p><b>Autumn 2: Focus FMS Locomotion:</b> skipping. Stability: agility; changing direction. Manipulation: aiming  I can practice and explore FMS in a games context Locomotion (travelling) skills and my change of direction / turn (agility/co-ordination skills)  I can continue to develop control, stability and safety of FMS.</p>	<p><b>Autumn 1: Focus – FMS Locomotion:</b> combining walking and running safely. Stability: stopping safely. Manipulation: Throwing and catching  I can practice and explore FMS individually if ready combined in a games context developing my locomotion (travelling) skills safely.  I can work with a partner, if ready, to develop control and safety including stopping with (object control skill) in games e.g. dribbling and passing.  I can make up and play a 2 v 1 non-competitive game that scores points together includes.  I can evaluate performance to score more points together /PB.  I can work well with others and follow values in PE.  I can decide what equipment is needed to play the game and get it out and away safely.  I can work safely, controlling their body.</p> <p><b>Autumn 2: Focus: FMS Locomotion:</b> skipping higher. Stability: agility changing direction and speed. Manipulation: aiming  I can practice and explore FMS individually if I'm ready, combined in a games context developing my locomotion (travelling) changing direction and speed  I can work with a partner, if ready, to develop control and safety including stopping and changing direction, with (object control skill) in games e.g.to make up and play a 2 v 1 competitive game (s) that score points against each other that includes changing direction and pace. To evaluate at least one strategy for defending to improve their score / PB.</p>

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	<p>I can focus on developing cross laterality using both left and right sides/ parts of my body and across the mid line</p> <p>I can make up and play a 1v1 co-operative game that scores points together and includes directional change.</p> <p>I can evaluate my game to score more points.</p> <p>I can find at least 2 ways to challenge self to improve skills.</p> <p>I can say or show at least 3 ways to travel that either makes us feel out of breath or is fun.</p> <p>I can join in with exploring all the activities even if I find them difficult.</p> <p><b>Spring 1: Focus</b> FMS: Locomotion jumping (stability upright posture Manipulation: kicking</p> <p>I can practice and explore FMS in a games context developing my locomotion (travelling) skills and upright posture.</p> <p>I can, on my own and with a partner continue to develop control, stability and safety of FMS.</p> <p>I can focus on changes of speed and direction.</p> <p>I can make up and play a 1v1 co-operative game that scores points together and includes turning and changes of speed.</p> <p>I can evaluate my game to score more points.</p> <p>I can say and show which moves are easy or hard and the reasons why.</p> <p>I can begin to discuss what to do to improve each movement.</p> <p>I can discuss why and how I have been active throughout the lesson and why this is good for health and well-being.</p> <p><b>Spring 2: Focus – FMS:</b> Locomotion: galloping. Agility changing pace. Manipulation: dribbling (feet, hands, or stick)</p> <p>I can practice and explore FMS in a games context developing my locomotion (travelling) skills and change of speed (agility).</p> <p>I can, on my own and with a partner continue to develop control, stability and safety of FMS.</p> <p>I can make up and play a 1 v1 competitive game that scores points against each other that includes changing pace and considers use of space.</p> <p>I can evaluate my game to score more points.</p> <p>I can say or show which piece of equipment works best in different situations.</p> <p>I can land and move safely with control.</p>	<p>I can demonstrate knowledge of how to and be able to copy and share ideas to improve own performance, through questioning, demonstrations and use of ICT.</p> <p>I can reflect on the actions chosen and say which parts worked well and which could have been better, and why.</p> <p>I can communicate what happens to my breathing during different parts of the lesson compared to when I am not active.</p> <p><b>Spring 1: Focus</b> FMS: Locomotion jumping higher and longer. Stability upright posture. Manipulation: kicking</p> <p>I can practice and explore FMS individually if ready combined in a games context developing my locomotion (travelling) skills and increasing height / distance.</p> <p>I can, with a partner if ready, develop control and safety including stopping and changing direction, posture, height, distance and speed with (object control) in games e.g. to make up and play a 2 v 2 competitive game that scores points against each other that includes changing speed, pace, height &amp; distance.</p> <p>I can evaluate at least one strategy to improve my score / PB.</p> <p>I can be a role model and try new ideas, show good energy to help others copy my work and work well together.</p> <p>I can be able to show the ability to play fairly.</p> <p>I can talk about the role of eating 5 a day, choosing healthier foods along side exercise and begin to talk about why this is good for our health and well-being</p> <p><b>Spring 2: Focus – FMS:</b> Locomotion: galloping. Agility: changing pace and directions. Manipulation: dribbling (Feet, hands, or stick)</p> <p>I can practice and explore FMS individually if ready combined in a games context developing my locomotion (travelling) skills and posture.</p> <p>I can, with a partner if ready, develop control and safety including stopping and changing direction, posture, speed, pace and the ready position of the manipulation (object control skill) in games e.g. to make up and play a 2 v 2 competitive game that scores points against each other that includes changing pace, direction and ready position.</p> <p>I can evaluate at least one strategy for defending to improve my score / PB.</p> <p>I can encourage others to join in.</p> <p>I can work out where to send equipment to try to win point.</p> <p>I can enjoy being physically active.</p>
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	<p><b>Summer 1: Focus – FMS:</b> Locomotion: hopping. Stability: ready position and co-ordination. Manipulation: ball rolling  I can practice and explore FMS in a games context developing my locomotion (travelling) skills and stability / ready position.  I can, on my own and with a partner continue to develop control, stability and safety of FMS.  I can focus on the ready position and to react quickly.  I can make up and play a 1 v1 competitive game that score points against each other that includes their ready positions.  I can evaluate my game to score more points.  I can say or show how to keep balance when not in a stable position.  I can say or show what myself or my peers are good at and how this makes me/them feel good.  I can be friendly, active and caring when working with others and understanding why being able to communicate is important.</p> <p><b>Summer 2: Focus - FMS:</b> Locomotion: leaping. Stability: dodging. Manipulation: striking.  I can practice and explore FMS in a games context developing my locomotion (travelling) skills and stability / dodging.  I can, on my own and with a partner continue to develop control, stability and safety of FMS.  I can focus on further development of the stability skills: stopping/landing/dodging/twisting/bending/stretching at a variety of levels.  I can utilise all prior learning – changing direction/ speed/ space/ready position/ both sides of my body.  I can make up and play a 1 v1 competitive game that scores points against each other that includes changing pace.  I can evaluate my game to score more points.  I can practice a game play sequence and say or show what is in it.  I can drink water and eat fruit and veg daily to support PE lessons.  I can work with others.</p>	<p><b>Summer 1: Focus – FMS:</b> Locomotion: hopping on both legs and higher. Stability: ready position and co-ordination. Manipulation: ball rolling  I can practice and explore FMS individually if ready combined in a games context developing my locomotion (travelling) skills and stability / dodging with greater speed.  I can, with a partner if ready, develop control and safety including stopping and changing direction, posture, speed and the ready position and use dodging of the manipulation (object control skill) in games e.g.to make up and play a 2 v 2 competitive game that scores points against each other that includes the key skills from above.  I can evaluate at least one strategy for attacking to improve my score / PB  I can share ideas with a partner to improve the rules or make the activity fairer.  I can feedback the success of the attacking strategy and any further changes needed to improve.  I can demonstrate how and why the play has improved.</p> <p><b>Summer 2: Focus - FMS:</b> Locomotion: leaping higher and longer. Stability: dodging with greater speed. Manipulation: striking  I can practice and explore FMS individually if ready combined in a games context developing my locomotion (travelling) skills and stability / dodging with combination of movements using a greater awareness of space  I can, with a partner if ready, develop control and safety including stopping and changing direction, posture, speed and the ready position and dodging of the manipulation (object control skill) in games e.g. throwing and catching, bouncing, aiming, kicking, dribbling etc.  I can make up and play a 2 v 1 competitive game that scores points against each other that includes changing pace.  I can evaluate at least one strategy for attacking and one for defending to improve my score / PB  I can work well with different partners and always try my best.  I can demonstrate knowledge of how to and be able to solve a disagreement.  I can evaluate own or others using a simple performance criteria from the teacher and evaluate how to score my points.  I can help my partner improve their score by offering supportive advice in WWW / EBI to help improve their score.</p>
<p><b>FMS Through Dance</b></p>	<p><b>Autumn 1:</b>  I can explore the basic actions safely moving in space - on the spot, travelling and stillness.  I can move my whole body and different body parts.</p>	<p><b>To develop throughout tension, body control, extension, lift, upright body posture, cross laterality of movements, rising and falling.</b></p>

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	<p>I can practice FMS in a dance context developing control and confidence.</p> <p>I can show or tell the actions performed and be able to make improvements and say what has improved.</p> <p>I can work safely applying key safety principles.</p> <p>I can listen carefully to the teacher and my peers and follow instructions carefully.</p> <p><b>Autumn 2:</b></p> <p>I can establish the basic dance actions - travel, jump, turn, gesture and stillness.</p> <p>I can show expression through face, posture and action and show good awareness of others.</p> <p>I can link actions to create short dances within a given structure.</p> <p>I can use a variety of movement qualities.</p> <p>I can find at least 2 ways to challenge myself to improve dance skills.</p> <p>I can say or show at least 3 different actions that either makes me feel out of breath or is fun.</p> <p>I can join in with exploring all the activities even if I find them difficult.</p> <p><b>Spring 1:</b></p> <p>I can establish different body shapes – wide, long, thin, round, twisted.</p> <p>I can respond to simple movement phrases.</p> <p>I can explore the basic actions with changes of direction and speed.</p> <p>I can say and show what each moves are easy or hard and the reasons why.</p> <p>I can begin to discuss what to do to improve each movement.</p> <p>I can discuss why and how I have been active throughout the lesson and why this is good for health and well-being and be able to say how I use parts of the body.</p> <p>To understand the importance of the safety rules for dance and can say how well the rules are being followed.</p> <p><b>Spring 2:</b></p> <p>I can begin to dance in relationship to the teacher or a partner using the basic actions, towards, away from, around and following.</p> <p>I can use a variety of movement qualities – strong, light, fast, slow</p> <p>I can land and move safely with control.</p>	<p><b>Autumn 1:</b></p> <p>I can explore on my own or with a partner, the space, on the spot and travelling in different directions safely.</p> <p>I can perform a range of actions with control and coordination.</p> <p>I can develop the basic actions by using dynamics and space.</p> <p>I can show clear body shapes in actions.</p> <p>I can work well with others in PE.</p> <p>I can use my imagination to create lots of ways to perform.</p> <p>I can work safely</p> <p><b>Autumn 2:</b></p> <p>I can safely perform short dances within a given structure.</p> <p>I can show good awareness of others and share ideas with a partner.</p> <p>I can explore space, on the spot and travelling, introducing levels e.g. opening and closing, stretching and curling, rising and falling.</p> <p>I can copy, remember and perform short dances.</p> <p>I can demonstrate that I know how to and am able to copy and share ideas to improve my work, through questioning, demonstrations and use of ICT.</p> <p>I can reflect on the actions chosen and say which parts worked well and which could have been better and why.</p> <p><b>Spring 1:</b></p> <p>I can introduce a variety of simple rhythms both fast and slow.</p> <p>I can use and apply a range of FMS and emerging ABCs safely, with some confidence, competence in aesthetic activities,</p> <p>I can use appropriate movement qualities to represent characters.</p> <p>I can be a role model and try new ideas, show good energy to help others copy my work and work well together.</p> <p>I can evaluate how movements improved the quality of my work.</p> <p>I can talk about the role of eating 5 a day, choosing healthier foods along side exercise and begin to talk about why this is good for our health and well-being.</p> <p><b>Spring 2:</b></p> <p>I can safely perform short dances to others.</p> <p>I can recognise movement patterns and the overall structure of a dance.</p> <p>I can enjoy watching people dancing in a different context and describe what I see and feel.</p> <p>I can encourage others to join in.</p> <p>I can plan movements giving reasons for choices.</p>
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	<p><b>Summer 1:</b>  I can perform expressively using dynamic qualities to express the dance idea. To show beginnings, middles and endings and use simple compositional devices.  I can say or show how to keep balance when not in a stable position.  I can say or show what myself or my peers are good at and how this makes them feel good.  I can be friendly, active and caring when working with others and understanding why being able to communicate is important.</p> <p><b>Summer 2:</b>  I can introduce more complex movement qualities such as floating, stamping, punching.  I can perform a range of actions with control and coordination.  I can interpret accompaniment through actions and dynamics.  I can learn and practice a sequence and say or show which movements are in it.  I can drink water and eat fruit and veg daily to support PE lessons.</p>	<p>I can enjoy being physically active.</p> <p><b>Summer 1:</b>  I can perform most of the FMS and some emerging ABCs efficiently with body control, changes of speed, levels and direction.  I can travel, turn, jump, gesture and balance with some control, co-ordination and body control.  I can explore space combining levels and directions.  I can share ideas with a partner to improve the work.  I can say or show how a sequence has been changed or adapted to consider the use of resources.  I can demonstrate how and why a sequence has improved by better posture, balance, energy and control.</p> <p><b>Summer 2:</b>  I can link actions to create simple movement patterns in response to different stimuli individually or with a partner.  I can explore space further, on the spot and travelling, opening and closing, stretching and curling, rising and falling.  I can respond sensitively choosing appropriate actions, space, dynamics and relationships.  I can work well with different partners and always try my best.  I can evaluate own or others using a simple performance criteria from the teacher and evaluate how to improve.  I can help my peers to improve by offering supportive advice in WWW / EBI to help improve their work.</p>
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