

PE – Curriculum Progression Map Year A

Autumn 1 PE SESSION 1	Gymnastics (Unit 1)	Gymnastics (Y1 -Unit 1)	Gymnastics (Yr 3 - Unit 1)	Gymnastics (Year 5 - Unit 1)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
Overarching Key Question	How can we travel safely and in a variety of different ways?	How can we link simple gymnastic actions?	How can we adapt a sequence?	How can we improve our performances?
National Curriculum EYFS- Links to Early Learning Goals	Develop basic movements such as jumping, changing direction, moving at speed and balancing. Accurately replicate basic movements and enjoy participating in a broad range of activities.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Pupils should be taught to: develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to:	Pupils should be taught to: develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to:
End Points	Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.	Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.	Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.	Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.
Lesson objective	1. We are learning to move safely. Listen and respond appropriately to instructions. Move in a variety of way, changing speed and direction. Apply a simple understanding of shape and space. 2. We are learning to take off and land on two feet Jump and rebound on and off low apparatus.	1. We are learning to perform ‘like’ actions in a sequence. Can link two like actions Can explain that ‘like’ actions are the same type of action. Perform two rolls or two jumps, link them together and repeat. 2. We are learning to carry and set up apparatus safely. Able to move mats and benches safely. Can identify key points for moving apparatus. Transfer like sequence to low apparatus.	1. We are learning to show full extension during a balance. Create a sequence of 2 contrasting elements. Demonstrate extension in shapes. Produce flow in sequence. 2. We are learning to move in and out of contrasting shapes with fluency. Explore a greater range of contrasting actions. Copy a partner’s sequence. Define what contrast is and how it applies to sequences. 3. We are learning to perform a sequence using different types of rolls.	1. We are learning the key steps to performing a round-off. Complete a four-element sequence containing actions at different heights and speed. Take weight on hands to move forward. Include symmetrical and asymmetrical shapes. 2. We are learning to create and perform a partner sequence using symmetry. Explore symmetry as applied to both balance and travel. Compose an individual symmetrical sequence. Attempt to combine sequences with a partner to create paired symmetrical sequences.

	<p>Work with a partner to jump in unison.</p> <p>Create a simple jumping sequence.</p> <p>3. We are learning to balance and move balls and beanbags. Balance beanbag in as many different ways on the body as possible.</p> <p>Move and roll a ball around the body with control.</p> <p>Work as part of a team to transfer balls, beanbags and hoops.</p> <p>4. We are learning to travel on mats and benches Work on apparatus to develop travelling skills on various body parts.</p> <p>Move over, under, around, through, on and off apparatus.</p> <p>Incorporate balances.</p> <p>5. We are learning to copy and repeat actions Develop body awareness, moving limbs together and in isolation.</p> <p>Show ability to copy and repeat simple patterns.</p> <p>Use basic equipment to demonstrate coordinated movement.</p> <p>6. We are learning to perform simple shapes and balances.</p> <p>Discover and perform simple shapes.</p>	<p>3. We are learning to perform shapes on both large and small body parts.</p> <p>Identify that shapes can be performed on large or small body parts.</p> <p>Transfer shapes from small body parts to large ones.</p> <p>Use body tension to hold shapes.</p> <p>4. We are learning to take off and land and use shape in our jumps.</p> <p>Take off and land with (some) control.</p> <p>Jump for height and distance</p> <p>Perform shapes in jumps.</p> <p>5. We are learning to travel on our feet, showing good body tension.</p> <p>Explore ways of travelling on feet using good body tension.</p> <p>Link types of travel to make a sequence.</p> <p>Use knowledge of shapes and implement then within the sequence.</p> <p>6. We are learning how we can create different levels in our performances</p> <p>Choose two like actions rolls, travel on feet or jumps that show different levels.</p> <p>Choose a shape to start and finish.</p> <p>Create and perform a 6-element sequence.</p>	<p>Consolidate and improve the quality of basic rolls.</p> <p>Explain how strength and flexibility apply to rolls.</p> <p>Work with a partner to perform a roll sequence.</p> <p>4. We are learning to perform powerful jumps from low apparatus. Consolidate and improve the quality of basic jumps.</p> <p>Jump high and far off low apparatus.</p> <p>Work in groups of 3/4 to create a rolling and jumping sequence.</p> <p>5. We are learning to perform in unison with a partner. Perform in unison with a partner.</p> <p>Translate unison into contrasting actions.</p> <p>Identify when they use strength in their sequence.</p> <p>6. We are learning to create a group performance using contrasting actions. Choose and apply contrasting shapes in a sequence.</p> <p>Work in a group of 3 or 4 to produce a contrasting sequence.</p> <p>Include unison in sequence.</p>	<p>3. We are learning to create and perform a partner sequence using asymmetry. Explore asymmetrical balances and travels.</p> <p>Compose and individual asymmetrical sequence.</p> <p>Attempt to combine sequences with a partner to create a paired asymmetrical sequence.</p> <p>4. We are learning to perform counter-balances with a partner. Introduce partner counter balances.</p> <p>Work together to complete trust exercise.</p> <p>Create a short sequence that contains counter balances.</p> <p>5. We are learning to perform smooth transitions between counter balances using different levels. Apply compositional ideas to counterbalances.</p> <p>Move smoothly from one balance to another with a partner.</p> <p>Show clear individual movements.</p> <p>6. We are learning to evaluate each other's work and suggest improvements. Redo AFL tasks in pairs, including symmetrical and asymmetrical balances, travel, partner and counter partner balances.</p> <p>Show sequence to another couple, evaluate others' sequence to select a component for improvement.</p> <p>Practise and refine an area for improvement.</p>
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	Explore balancing in a variety of ways.			
Sticky Knowledge				
Vocabulary KSI KS2	balance, control, fast, high, jump, link, low, stretch pattern	Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.



PE – Curriculum Progression Map Year A

Autumn 1 PE SESSION 2	Co-operate and solve problems (Unit 1)	Attack Defend Shoot (Y1 -Unit 1)	Netball (Yr 3 - Unit 1)	Netball (Year 5 - Unit 1)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
Overarching Key Question	How can we work better together?	What skills/knowledge can help us play effectively in competitive activities?	What skills/knowledge do we need to play a basic game of netball?	What skills/knowledge do we need to play in a competitive game of netball?
National Curriculum Focus EYFS- Links to Early Learning Goals	Develop basic movements such as jumping, changing direction, moving at speed and balancing. Preparing for cooperative physical activities.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Pupils should be taught to: develop flexibility, strength, technique, control and balance. Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching. Work collaboratively to use basic tactics for attacking play.	Pupils should be taught to: develop flexibility, strength, technique, control and balance. Play in competitive games developing strength and technique. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.
End Points	Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team.	Practice basic movements, including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.	Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.	Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.

<p>Lesson objective</p>	<p>1. We are learning to match colours and symbols. Work as an individual and part of a group to match various markings and colours.</p> <p>Identify relationships between self and others through group activity.</p> <p>2. We are learning to work as a team to complete a task.</p> <p>Follow instructions to perform individual coordination skills.</p> <p>Cooperate with a partner to move across defined areas.</p> <p>3. We are learning to use our bodies to make number shapes. Work for a sustained period to raise heart rate.</p> <p>Replicate with some accuracy body shapes to represent numbers.</p> <p>Work as a pair to demonstrate larger numbers.</p> <p>4. We are learning to follow a trail. Name and perform actions, including jumps, rolls and travel.</p> <p>Associate an action with a colour. Some – Define their own trail.</p> <p>5. We are learning to work with others to make patterns. Individually create a shape story using mime.</p>	<p>1. We are learning to hit a target. Practice throwing at targets accurately.</p> <p>Pass a beanbag between pairs with some control.</p> <p>Explain/show ways you can pass a beanbag/ball to a partner.</p> <p>2. We are learning to defend a target. Experiment catching a variety of beanbags and different sized balls.</p> <p>Recognise how you can intercept a ball or beanbag.</p> <p>Use basic defensive technique.</p> <p>3. We are learning to roll and slide balls and beanbags.</p> <p>Experiment with different ways you can send a ball or beanbag.</p> <p>Roll/slide a ball or beanbag to a partner and a target.</p> <p>4. We are learning to shoot in a game to get points.</p> <p>Score points by throwing a beanbag or ball into an opponent's hoop.</p> <p>Demonstrate simple defending to stop beanbag/ball going into hoops.</p> <p>Describe how they threw the beanbag and how they defended their hoop.</p> <p>5. We are learning to work with a partner to score points.</p> <p>Work with a partner to attack and defend a target against an opposition.</p> <p>Describe simple ways you can work with your partner to score and defend points.</p> <p>Play AFL Task, 2v2</p> <p>6. We are learning to use our attacking and defending skills in a game.</p> <p>Participate in competitive games against an opponent using attacking and defending skills.</p>	<p>1. We are learning to perform quick, accurate chest passes. Pass and receive the ball using a chest pass.</p> <p>Work collaboratively to keep possession and score points by passing accurately.</p> <p>Explain how accurate passes help when attacking.</p> <p>2. We are learning to use dodging to get free from our opponent. Recognise the need to get 'free' from opposition players.</p> <p>Demonstrate dodging techniques to get 'free'.</p> <p>Define and explain why you need to be free from a player when receiving the ball.</p> <p>3. We are learning to catch a netball. Demonstrate catching in isolation.</p> <p>Demonstrate catching under pressure.</p> <p>Show awareness of footwork rules.</p> <p>4. We are learning to bounce pass to feed the goal shooter. Introduction to the role of goal shooter.</p> <p>Work to get the ball to the goal shooter.</p> <p>Use a bounce pass to feed the ball to the goal shooter.</p> <p>5. We are learning to throw for distance using a shoulder pass. Throw over longer distances using shoulder pass.</p> <p>Recognise which throw is needed over shorter and longer distances. Use shoulder pass in a game to build attacking play.</p> <p>6. We are learning to collect a loose ball. Use a range of passes to build an attack.</p> <p>Collect a loose ball that is rolling or bouncing.</p> <p>Play in a game attacking and defending.</p>	<p>1. We are learning to choose the appropriate pass for different scenarios. Practise/recap passes learnt in previous lessons.</p> <p>Choose appropriate pass in different scenarios.</p> <p>Use a variety of passes in a game.</p> <p>2. We are learning to find space to receive in a game. Attempt to find space in activity/game.</p> <p>Communicate with teammates when moving into space.</p> <p>Find space and receive the ball in a game.</p> <p>3. We are learning to use different dodging techniques to outwit a defender and get free. Use different dodging techniques, both opposed and in isolation.</p> <p>Apply a range of speeds to movement skills to get free from your defender.</p> <p>(Some) – use dodging effectively to get away from opponents.</p> <p>4. We are learning to practise and perform pivoting with quick turns. Recap and use pivoting in a game to make more successful passes.</p> <p>Attempt some quick turns to move the ball quickly.</p> <p>5. We are learning to get into closer shooting positions. Recap shooting technique.</p> <p>Work to get into a better shooting position.</p> <p>Apply a strategy to get into better shooting positions.</p> <p>6. We are learning to react and move quickly in isolation and in games. Work to improve reaction time.</p> <p>Use quick thinking and agility to react to what is happening around us.</p> <p>Play in high-five netball games implementing some rules.</p>
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	<p>Recognise and retrieve coloured items assigned to their group.</p> <p>Work cooperatively to construct shapes and patterns on the floor.</p> <p>6. We are learning to work with a partner to complete challenges.</p> <p>Work cooperatively as part of a pair to move objects.</p> <p>Persevere through challenges.</p> <p>Listen and make decisions as part of a partnership.</p>	<p>Comment on how you used different attacking and defending skills you have already learned to help you in your games.</p>		
Sticky Knowledge			<p>Know when to use a chest pass</p> <p>Know dodging can be used in netball and other invasion games</p> <p>Know how to show that you are ready to catch the ball</p> <p>Know when to use a bounce pass</p> <p>Know the role of the goal shooter</p> <p>Know when to use a shoulder pass</p>	
Vocabulary KS1 KS2	<p>Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.</p>	<p>Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.</p>	<p>Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.</p>	<p>Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.</p>



PE – Curriculum Progression Map Year A

Autumn 2 PE SESSION 1	Co-operate and solve problems (Unit 2)	Attack Defend Shoot (Y1 -Unit 2)	Hockey (Yr 3 - Unit 1)	Hockey (Year 5 - Unit 1)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
Overarching Key Question	How can we work better together?	Why are rules in games so important?	What skills/knowledge do we need to play a basic game of hockey?	What techniques can we use to keep possession during a game?

National Curriculum Focus EYFS- Links to Early Learning Goals	<p>Develop basic movements such as jumping, changing direction, moving at speed and balancing.</p> <p>Preparing for cooperative physical activities.</p> <p>Develop cooperation and solve problem skills.</p>	<p>Pupils should be taught to:</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Become increasingly competent and confident with fundamental movement skills.</p> <p>Develop simple tactics in game situations.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching.</p> <p>Play in competitive games developing agility.</p> <p>Able to recognise where improvement could be made in their work.</p> <p>Select and combine more complex skills in game situations.</p>	<p>Pupils should be taught to:</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Play in competitive games developing strength and technique.</p> <p>Able to recognise where improvements could be made in their work.</p> <p>Select and combine more complex skills in game situations.</p>
End Points	Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex task.	To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.	Play in hockey-type invasion game. Improve game-based agility. Manipulate objects, stick and ball with safety and control.	Combine basic hockey skills such as dribbling and push pass. Select and apply skills in a game. Play effectively in different positions on the pitch including in defence. Increase power and strength of passes, moving the ball over longer distances.
Lesson objective	<p>1. We are learning to follow a trail with a partner</p> <p>Work with a partner to move along a pathway/trail.</p> <p>Keep track of objects on a checklist.</p> <p>Make a straight line in a variety of ways.</p> <p>2. We are learning to play parachute games.</p> <p>Apply teamwork to play cooperative parachute games.</p> <p>Use communication skills to solve simple tasks.</p> <p>3. We are learning to make jumping patterns.</p>	<p>1. We are learning to find our pulse on our wrist.</p> <p>Recognise the reasons why heart rate increases during exercise.</p> <p>Discuss what makes exercise fun.</p> <p>Play a range of pulse raising activities.</p> <p>2. We are learning to move side to side to defend the goal.</p> <p>Play in a game with defined areas.</p> <p>Play as part of a team to attack and defend.</p> <p>Anticipate the direction of an attack.</p> <p>3. We are learning to bounce a ball with control to ourselves.</p> <p>Bounce the ball with some control to self.</p> <p>Begin to bounce a ball to a partner.</p>	<p>1. We are learning to keep close control of the ball using the flat side of the stick.</p> <p>Recognising key features of a hockey stick, including how to hold it.</p> <p>Play and control the ball using the flat part of the stick.</p> <p>Attempt to dribble and score.</p> <p>2. We are learning to control a ball and pass it into space.</p> <p>Control the ball and pass into space.</p> <p>Work collaboratively to move the ball.</p> <p>Play in a 2v3 game.</p> <p>3. We are learning to use a defensive body position.</p> <p>Use defensive body position in preparation for tackling.</p>	<p>1. We are learning to perform a block tackle to dispossess an attacker</p> <p>Explain the role of a defender in a competitive game.</p> <p>Use the block tackle in isolation.</p> <p>Apply basic defensive positions in a game.</p> <p>2. We are learning to use fast, accurate passes into the D to create scoring opportunities.</p> <p>Dribble and shoot with accuracy.</p> <p>Pass into the D to shoot.</p> <p>Work as a team to score within the D.</p> <p>3. We are learning to mark an attacker closely to stop them from receiving the ball.</p> <p>Identify how to mark an opponent.</p> <p>Mark and intercept the ball.</p> <p>Apply basic marking to a game situation.</p>

	<p>Respond, copy and repeat repetitive actions.</p> <p>Work with a partner to form jumping patterns.</p> <p>Work as a team to coordinate and cooperate in movement actions.</p> <p>4. We are learning to create movement patterns. Reproduce patterns from images.</p> <p>Respond to visual cues.</p> <p>5. We are learning to lead a partner in tapping. Create and follow tapping patterns.</p> <p>Relate previous learning to solve problems.</p> <p>6. We are learning to navigate obstacles.</p> <p>Compete as part of a team to participate in an obstacle relay.</p> <p>Recall and remember actions linked to colours.</p> <p>Navigate obstacles and remember actions from cues.</p>	<p>Play 2-on-1 using bouncing skills to score.</p> <p>4. We are learning to aim at different targets.</p> <p>Play with a partner using throwing, catching and bouncing skills to score points.</p> <p>Work under pressure to hit targets.</p> <p>Transfer target skills into a competitive game.</p> <p>5. We are learning to adapt to a game with changing rules.</p> <p>Play in a game where rules apply.</p> <p>Adapt to play to the rules.</p> <p>Recognise when rules have changed.</p> <p>6. We are learning to play in the best defensive position in a game.</p> <p>Identify where to stand to defend goals (hoops) best.</p> <p>Play in competitive games.</p> <p>Play using defined rules in a game.</p>	<p>Use a defensive position to force a mistake and knock balls away from the ball carrier.</p> <p>Attempt defensive body positioning in a game to force a mistake.</p> <p>4. We are learning to consistently stop a moving ball ready to pass or shoot.</p> <p>Control the ball and pass unchallenged.</p> <p>Move into space to receive the ball.</p> <p>Use control to work together as a team to score points.</p> <p>5. We are learning to improve our agility and apply it in a game situation.</p> <p>Practise agility skills.</p> <p>Identify when you would need to use agility in hockey.</p> <p>6. We are learning to avoid our feet contacting the ball and apply basic rules to the game.</p> <p>Grasp and use some of the basic rules of the game.</p> <p>Play avoiding the ball touching your feet.</p> <p>Implement some skills learned throughout the unit in the game.</p>	<p>4. We are learning to perform a sweep hit to send the ball 'first time.</p> <p>Clearing the ball from danger in defence.</p> <p>Moving the ball over longer distances.</p> <p>Receiving the ball from longer distances.</p> <p>5. We are learning to move the ball quickly from left to right to outwit a defender.</p> <p>Keep possession as a team with pressure from defenders.</p> <p>Use a range of simple skills to stop, control and send.</p> <p>To drag the ball to move away from a defender.</p> <p>6. We are learning to use a variety of techniques to keep possession in a game</p> <p>To work cooperatively as a team to defend & attack.</p> <p>Use simple skills to keep possession.</p> <p>Explain how a passage of play was effective.</p>
Sticky Knowledge				
Vocabulary KSI KS2	Switch, agility, den, hop, step, grip, trails, over, under, through, around.	Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.	Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space.	Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.

PE – Curriculum Progression Map Year A

Autumn 2 PE SESSION 2	Dance (Unit 1)	Dance (Y1 -Unit 1)	Dance (Yr 1- Unit 1)	Dance (Year 5 - Unit 1)
	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
Overarching Key Question	How can we use music to inspire our dance?	How can we use different body parts to enhance our dance performances?	Is dance all we need to create a performance?	What do we need to consider when creating a dance sequence?
National Curriculum Focus EYFS- Links to Early Learning Goals	Develop basic movements such as jumping, changing direction, moving at speed and balancing. Preparing for cooperative physical activities. Develop cooperation and solve problem skills.	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Respond to a range of stimuli and types of music Explore space, direction, levels and speeds Experiment creating actions and performing movements with different body parts	Pupils should be taught to: develop flexibility, strength, technique, control and balance. Play in competitive games, developing simple tactics. Master basic movements including running, throwing and catching. Develop and perform simple routines. Perform to an audience.	Pupils should be taught to: develop flexibility, strength, technique, control and balance.
End Points	Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.	Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.	Practise and put together a performance. Perform using facial expressions. Perform with a prop.	Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression.
Lesson objective	1. We are learning to use colours and feelings in dance. Explore colour stimulus using a range of actions. Choreograph a short sequence combining a range of actions. Describe how the actions relate to the stimulus. 2. We are learning to perform as animals using	1. We are learning show moods and feelings we would experience in the jungle. Compose a travelling sequence using a variety of body parts. Explore ideas, moods and feelings. Show control, coordination and spatial awareness. 2. We are learning: to move as if we are living in the jungle. Perform with an awareness of body shape with a partner. Show control, coordination and spatial awareness.	1. We are learning to perform a jazz square and use it in our dance. Explore creating characters and narratives. Select and apply actions to a dance phrase. Discuss your own and others' work with some awareness of dance choreography. 2.We are learning to perform a dance showing two contrasting characters. Explore characters using descriptive keywords. Use performance skills to communicate character. Perform to the count of 8.	1. We are learning what non-locomotor movement is and using it in our dance. To be able to perform a non-locomotor movement. To apply some basic Bollywood actions to a dance phrase. To perform solo. 2. We are learning to perform both non-locomotor and locomotor movements together.

	<p>different levels and directions.</p> <p>Explore animal stimuli using a range of levels and direction.</p> <p>Choreograph a short sequence combining a range levels and directions.</p> <p>Demonstrate the ability to work with others to develop a sequence.</p> <p>3. We are learning to work with a partner.</p> <p>Explore theme park stimulus using unison and canon.</p> <p>Choreograph a short sequence combining unison and canon.</p> <p>Demonstrate the ability to perform a sequence in a group or partner using unison and canon.</p> <p>4.We are learning how to show expression in our sequence.</p> <p>Compose a sequence demonstrating mirroring and following. Watch what others do and suggest improvements to their work.</p> <p>Create a short dance based on visual stimulus.</p> <p>5.We are learning to perform a short dance with a clear start, middle and end.</p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p>	<p>Demonstrate some musicality throughout the performance.</p> <p>3. We are learning to create and perform movements which show friendship.</p> <p>Compose a movement pattern to demonstrate unison.</p> <p>Develop partner work.</p> <p>Explore ideas and movements showing a friendship theme.</p> <p>4.We are learning to perform leading and following movements.</p> <p>Compose a sequence demonstrating mirroring and following.</p> <p>Watch what others do and suggest improvements to their work.</p> <p>Create a short dance based on visual stimulus.</p> <p>5.We are learning to perform a short dance with a clear start, middle and end.</p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p> <p>Show greater control, coordination and spatial awareness in their movement patterns.</p> <p>Demonstrate an ability to create a dance with a clear start, middle and end.</p> <p>6. We are learning to use repeated actions in our dance.</p> <p>Choose and link actions to make short dance phrases that reflect rhythmic qualities.</p> <p>Explore repetition through a dance sequence.</p> <p>Perform dance phrases and short dances that express ideas and feelings.</p>	<p>3.We are learning to develop movements using improvisation.</p> <p>Perform and communicate ideas as part of a group.</p> <p>Develop movements using improvisation.</p> <p>Use and arabesque balance.</p> <p>4.We are learning to use props in our dance sequence.</p> <p>Introduce the use of a prop.</p> <p>Work with others to improve a four-action routine.</p> <p>Linking sections of dance together.</p> <p>5. We are learning to use facial expressions to bring life and emotion to our dance together.</p> <p>Incorporate facial expressions into a dance phrase.</p> <p>Build a dance with multiple phrases.</p> <p>Describe ways to improve self and others' performances.</p> <p>6.We are learning to take on the director role to help others improve their dance.</p> <p>Perform to an audience.</p> <p>Describe and evaluate features in a dance.</p> <p>Watch and make decisions on how to improve own performance.</p> <p>.</p>	<p>To be able to perform non-locomotor and locomotor movements together.</p> <p>To link movements into a short dance phrase.</p> <p>To work with a partner to develop and remember dance phrases.</p> <p>3. We are learning to create new and exciting group patterns.</p> <p>Work as part of a group to move collaboratively.</p> <p>Create pathways and patterns as a group.</p> <p>Use performance skills in their dance.</p> <p>4. We are learning a simple Line Dance routine.</p> <p>Describe what line dancing is and some of the key features.</p> <p>Perform in isolation some line dancing steps.</p> <p>Perform a basic 1,2 and 4 wall line dance as a class.</p> <p>5. We are learning to create our own 3 step line dance with a partner.</p> <p>Perform 3-line dance steps in isolation.</p> <p>With a partner, combine 3 steps to make a short movement phrase.</p> <p>Use knowledge of basic line dance steps to create their own.</p> <p>6. We are learning to work collaboratively within our group to improve our performance.</p> <p>Combine 3 new dance steps with previously learnt steps.</p> <p>Work collaboratively with a group of 4.</p> <p>Practise and improve dance to perform for others.</p>
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	<p>Show greater control, coordination and spatial awareness in their movement patterns.</p> <p>Demonstrate an ability to create a dance with a clear start, middle and end.</p> <p>6. We are learning use repeated actions in our dance.</p> <p>Compose a short dance sequence that shows sensitivity to the theme.</p> <p>Show greater control, coordination and spatial awareness in their movement patterns.</p> <p>Demonstrate an ability to create a dance with a clear start, middle and end.</p>			
Sticky Knowledge				
Vocabulary KS1 KS2	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.	Facial expression, improvisation, rehearse, director.	Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns.