

Physical Education Indoor Lesson Objective Map



Year Group	Autumn	Spring	Summer
EYFS	<p><u>Fine Motor & Gross Motor Continuous Provision</u></p> <ul style="list-style-type: none"> • Fit themselves into spaces, like tunnels, dens and large boxes and move around in them • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources • Walk, run, jump and climb- start to use stairs independently • Spin, roll and independently use swings (such as rope swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage buttons and zips, pour drinks • Learn to use the toilet with help then independently • Develop shoulder pivot • Develop elbow pivot 		
Pre-school	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand 		
Nursery	<p><u>Fine Motor & Gross Motor Continuous Provision</u></p> <ul style="list-style-type: none"> • Develop elbow pivot • Develop wrist pivot • Continue to develop their movement, balancing, riding and ball skills • Go up steps and stairs, or climb apparatus using alternate feet • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities for the setting. For example, they decide whether to crawl, walk or run across a plank depending on its length and width. 		

	<ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items. Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show preference for a dominant hand Be increasingly independent as they get dresses and undressed. Be increasingly independent in meeting their own care needs, e.g. washing and drying hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.
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Rec	<p><u>Fine Motor & Gross Motor Continuous Provision</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Continue to develop strong elbow and wrist pivot Progress towards a more fluent style of moving, with developing control and grace. 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. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - NSA Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal
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REC	<p><u>Floor Gymnastics</u></p> <ul style="list-style-type: none"> To travel in a variety of ways, showing different speeds, directions, levels, pathways. To travel showing coordination (cross-lateral movements). To balance and take weight on 	<p><u>Gymnastics with Apparatus</u></p> <ul style="list-style-type: none"> To understand how to mount and dismount the Gymnastics apparatus safely. To know the different types of Gymnastics movements (rolls, jumps, balances and travelling) and 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> To travel in a variety of ways with a good body position To travel in different directions and at different speeds. To use my body to create different shapes 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> To understand there are different dance styles (genres), and copy and demonstrate basic movements for a range of styles. To travel in a variety of ways (with good balance and coordination), 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> To develop the lunge technique whilst traveling in different directions To use cross lateral techniques to refine movement (walk, run, throw) To bounce and catch my own ball 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> To tell a story through a sequence of dance movements. To show different characters through different the actions and movements I perform, and the
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	<p>different parts of my body.</p> <ul style="list-style-type: none"> • To roll in a variety of ways at different speeds (including rolling sideways in a curled and stretched position). • To attempt a forward roll with the correct technique, with some assistance. • To jump in variety of ways, taking off and landing from one or two feet. • To demonstrate swinging my arms and bending my knees to create momentum when jumping. • To create a mini-sequence by performing gymnastics movements I have learnt in different orders. • To listen to the instructions and follow them. 	<p>transfer some of these onto apparatus.</p> <ul style="list-style-type: none"> • To demonstrate a good take off and landing actions when jumping (e.g. swinging arms for momentum, stretching them out to balance, bending knees to create power and land safely...etc). • To develop a pulling and pushing action using a variety of body parts. • To begin to show strength in my upper and lower body. • To demonstrate a variety of crawling movements, including showing a cross-lateral actions (leading with opposite hand and foot). • To demonstrate the correct grip for climbing and hanging on apparatus. • To attempt a cross-lateral climbing action. • To explore moving over, under and along different 	<p>(symmetrical and asymmetrical, bent and stretched...etc).</p> <ul style="list-style-type: none"> • To copy and explore basic body actions (twists, rotations, jumps, lunges, pushes, pulls...etc). • To move isolated body parts and a combination of body parts at the same time. • To jump in different ways showing some degree of body control (swinging arms and bending knees). • To link movements together to create a short sequence/routine and use my movement memory to perform these. • To move at different tempos/speeds and respond to music with my movements. 	<p>and show changes of speed when travelling.</p> <ul style="list-style-type: none"> • To respond to and move to the beat of different types of music. • To show control in my movements when static and moving. • To show a strong body position and good posture. • To mirror a partner and copy their movements (showing an understanding of symmetry). • To move my body at a variety of levels, and show control and strength in my movements. • To begin to be able to anticipate when to change direction. • To perform quick nimble movements. • To perform a variety of jumps showing good balancing, and hop on alternate legs. • To use my movement memory to perform a sequence of movements. 	<ul style="list-style-type: none"> • To throw and catch various objects • To develop a take off action for a variety of jumps • To develop correct landing technique • To understand what happens to our body when we exercise • To develop travelling in a range of ways safely negotiating space • To recognise how long it takes to travel different distances using different travelling movements • To send a variety of different size balls in a set direction • To control a ball that is sent to me 	<p>way in which I perform them.</p> <ul style="list-style-type: none"> • To use my body and facial expressions to show a character and how they might be feeling. • To rotate and twist my body to create shapes and movements. • To move at different speeds with control, and demonstrate good balance (holding a position still). • To move to a beat of music, respond to the beat and change movements while keeping in time with the beat. • To work with a partner to create a short sequence of movements. • To dance as part of a group and in a pair. • To use my movement memory to remember different sections of the routine, and perform these with help.
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		<p>pieces of apparatus.</p> <ul style="list-style-type: none"> • To change direction and show different levels on a range of apparatus. • To use my movement memory to create short Gymnastics sequences. 				
<p style="text-align: center;">1</p>	<p><u>Floor Gymnastics</u></p> <ul style="list-style-type: none"> • To develop coordination, balance, control and confidence in gymnastics moves. • To know and demonstrate the different gymnastics positions in a range of ways. • To be able to use a safe jumping technique (take-off and landing - bent knees) to perform simple jumps (pencil jump and tuck jump). • To be able to travel showing good posture (walking with quality forwards & side stepping). • To demonstrate a range of patch and point balances. 	<p><u>Gymnastics with Apparatus</u></p> <ul style="list-style-type: none"> • To develop coordination, balance, control and confidence in gymnastics moves. • To know and demonstrate the different gymnastics positions in a range of ways. • To be able to use a safe jumping technique (take-off and landing - bent knees) to perform simple jumps (pencil jump and tuck jump). • To be able to travel showing good posture (walking with quality forwards & side stepping). • To demonstrate a range of patch and point balances. 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> • To understand the importance of why we need to warm up our bodies for exercise. • To explore the different types of movements our bodies can make (swinging, twisting and explosive movements). • To move to music with different rhythms, speeds and moods. • To explore the different shapes they can make with their bodies to show/represent something. • To be able to copy and learn a routine, remember the sequence with the teacher's help, and perform it. 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> • To understand that there are different styles of Dance and be able to name a couple of contrasting styles. • To know and understand some of the history and culture of Disco Dance, and where it was typically performed. • To be able to clap along to the beat of different Disco tracks. • To know a range of basic Disco Dance movements and be able to perform these. • To copy, learn and be able to perform a set routine using Disco dance movements. 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> • Demonstrate how to hold the hand apparatus (scarf) with the correct grip. • Demonstrate making larger movements and a variety of shapes with the hand apparatus. • Use movement memory to perform a sequence of movements with the chosen hand apparatus. • Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. • Show basic coordination and control. 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> • To explore different pathways and ways of travelling. • To develop core movements and develop them by using a range of resources (levels speed ...etc). • To learn and demonstrate some of the basic key movements (introduction to some turns, jumps, gestures & travelling). • To create movements that reflect a certain stimuli or theme (artic animals). • To copy and learn a set routine from the teacher. • To understand the different qualities

	<ul style="list-style-type: none"> To demonstrate a range of simple rolls (log and egg roll), including the introduction to a forward roll. To be able to learn, follow and perform a teacher's gymnastics sequence. 	<ul style="list-style-type: none"> To demonstrate a range of simple rolls (log and egg roll), including the introduction to a forward roll. To be able to learn, follow and perform a teacher's gymnastics sequence. 		<ul style="list-style-type: none"> To understand what the Hustle is and be able to perform one, and use different directions in Dance. To be able to create their own Disco dance movement with a partner, to show an object or an action. 	<ul style="list-style-type: none"> Be able to perform certain movements (rolls) working with a partner and the hand apparatus. Create mini-sequences with a partner incorporating their Gymnastics skills and hand apparatus. Learn a set routine, rehearse it and perform it. 	<p>of a good performance.</p> <ul style="list-style-type: none"> To show a story through their movements and start to develop their characterisation within dance. To be able to perform the routine with guided help from the teacher.
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<p><u>Floor Gymnastics</u></p> <ul style="list-style-type: none"> To demonstrate coordination, balance, control and confidence in gymnastics moves. To understand what body tension is and be able to demonstrate this with a range of movements. To demonstrate safe jumping technique with a variety of simple jumps (star jump). To be able to travel in variety of ways and in different directions (walking with quality backwards and lifted knees travelling). 	<p><u>Gymnastics with Apparatus</u></p> <ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) using the correct technique, and also travel across the wall bars sideways. To be able to hang and hold my body weight for 5 secs. To be able to perform a sequence of 3 balances on a range of apparatuses. To be able to perform some of the four main gymnastics movements (rolls, jumps, balances & 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> To know 2 reasons why we warm up (flexibility & to prevent injury). To explore and demonstrate different ways of travelling. To understand the difference between directions and pathways, and to be able to demonstrate different combinations of these. To know what gestures are in Dance and to show different objects/things (animals) through gestures. 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> To understand that there are different styles of Dance and be able to name a couple of contrasting styles. To know and understand some of the history and culture of Disco Dance, and where it was typically performed. To be able to clap along to the beat of different Disco tracks. To know a range of basic Disco Dance movements and be able to perform these. To copy, learn and be able to perform a set 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (quoits and beanbags) with a variety of grips. Show coordination and control when throwing, catching and rolling the hand apparatus. Demonstrate body tension and control when performing balances and rolls whilst handling/balancing the hand apparatus. Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> To understand what a theme is and how we can use one to help create a dance. To explore different pathways, direction and ways of travelling around the space. To develop core movements and develop them using a range of choreographic devices (dynamics, directions and speed). To create movements to reflect a certain stimuli or theme. To be able to show different

	<ul style="list-style-type: none"> To demonstrate a range of balances performed with body tension (shoulder stand and superman). To demonstrate a range of simple rolls with variations (dish roll, egg star open roll and rock and roll), and demonstrate the 6 positions of a forward roll. To be able to learn, follow and perform a teacher's gymnastics sequence. 	<p>travelling steps) on and off of apparatus.</p> <ul style="list-style-type: none"> To know and demonstrate how to mount a table by jumping. To explore and demonstrate smooth transitions between different Gymnastics skills, and skills performed on the floor and on apparatus. To create a sequence in a group using skills on both the floor and on apparatus. 	<ul style="list-style-type: none"> To be able to link 3 movements together (e.g. jumps, gestures, turns) to create a mini sequence/routine. 	<p>routine using Disco dance movements.</p> <ul style="list-style-type: none"> To understand what the Hustle is and be able to perform one, and use different directions in Dance. To be able to create their own Disco dance movement with a partner, to show an object or an action. 	<p>holding or moving the hand apparatus.</p> <ul style="list-style-type: none"> Use movement memory to perform a sequence of movements with the chosen hand apparatus. Learn a set routine, rehearse it and perform it, and be able to work with a small group to add on a section. Create mini-sequences with a small group incorporating their Gymnastics skills and hand apparatus. 	<p>characters in a story through the variety of movements performed with dynamics (the way they are performed) and the use of facial expressions).</p> <ul style="list-style-type: none"> To understand the different qualities of a good performance. To learn small sections of choreography and be able to perform it with some form of guided help from the teacher (demonstrations, guided speech). To be able to create gestures in small teams/pairs to reflect a theme within the story (e.g. favourite sweet).
<p style="text-align: center;">3</p>	<p><u>Floor Gymnastics</u></p> <ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. 	<p><u>Gymnastics with apparatus</u></p> <ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> To know numerous reasons why we warm up (reasons from previous years and strengthening & conditioning). 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> To know what dance genres are and understand that within a genre there can be a further breakdown of styles. To know and understand some of the history, 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (ribbon) with the correct grip. Understand that the movement of the hand apparatus stems from the wrist 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> To understand what a stimulus is and how we can use one to create a dance. To be able to show contrasting settings through the use of choreographic

	<ul style="list-style-type: none"> • To demonstrate the swimming jump technique when performing the majority of jumps (including a half-turn jump and straddle jump), and know the alternative techniques for other jumps (elevated hop and scissor kick jump). • To be able to travel in a variety of ways showing good posture and balance (straight kicks and lifted knees with extension). • To demonstrate more complex individual static balances (table-top bridge and full bridge). • To be able to take weight on their hands while performing dynamic balances (L-shaped handstands/touch at the top handstands/switching leg handstands). • To demonstrate a variety of rolls, linking them to other movements 	<ul style="list-style-type: none"> • To demonstrate the swimming jump technique when performing the majority of jumps (including a half-turn jump and straddle jump), and know the alternative techniques for other jumps (elevated hop and scissor kick jump). • To be able to travel in a variety of ways showing good posture and balance (straight kicks and lifted knees with extension). • To demonstrate more complex individual static balances (table-top bridge and full bridge). • To be able to take weight on their hands while performing dynamic balances (L-shaped handstands/touch at the top handstands/switching leg handstands). • To demonstrate a variety of rolls, linking them to other movements 	<ul style="list-style-type: none"> • To understand the importance of spatial awareness in Dance, and to know the different spaces/areas on a stage. • To understand what a formation is in Dance and to be able to demonstrate this, and move between different formations in a routine. • To understand what different types of structures/forms are in Dance (Binary, Ternary, Rondo), to demonstrate these and know that they can be used to elongate a routine. • To use choreographic devices such as unison and different types of canon to manipulate/change a routine. • To be able to demonstrate contrasting levels (high, middle and 	<p>traditions and culture of Indian dance.</p> <ul style="list-style-type: none"> • To be able to describe what type of music Bollywood dance is typically performed to, and point out some features of the music. • To know a range of basic Bollywood dance movements and be able to perform these. • To be able to demonstrate clear characteristics of the Bollywood dance style - bouncy energetic leg movements but light on the feet, isolated shoulder/neck/head movements, different mudras (hand gestures)...etc. • To be able to learn a routine using core movements of Indian dance, remember the sequence, rehearse it, improve it and perform it. • To be able to use choreographic 	<p>movement and demonstrate this.</p> <ul style="list-style-type: none"> • Perform a range of Gymnastics movements (rolls, balances, travelling steps & jumps) whilst holding or moving the hand apparatus. • Demonstrate jumps and leaps with a range of preparations/entries performed while using the hand apparatus. • Experiment with different ways of using/holding the ribbon while turning and rolling. • Show good control and coordination whilst using the hand apparatus, and be able to incorporate using it while performing Gymnastics movements. • Use movement memory to perform a set sequence of movements with the chosen hand apparatus, rehearse it and perform it. 	<p>devices, such as formations, spacing and levels.</p> <ul style="list-style-type: none"> • To be able to show different characters in a story through the variety of movements performed, the dynamics (the way they are performed) and the use of facial expressions. • To understand and demonstrate some of the similarities between Indian dance and Middle Eastern/Oriental dance. • To use the key movements I know (turns, jumps, gestures & travelling) to create sections of choreography. • To choreograph sections of choreography in pairs/groups using choreographic devices such as levels, formations, unison, canon...etc. • To learn different sections of choreography telling different parts of the story, remember
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	<p>(side roll and teddy bear roll), and perform an accurate forward roll that flows.</p> <ul style="list-style-type: none"> To demonstrate smooth transitions between the floor and standing. To be able to create and perform their own sequence of gymnastics movements, and improve it after receiving feedback. 	<p>(side roll and teddy bear roll), and perform an accurate forward roll that flows.</p> <ul style="list-style-type: none"> To demonstrate smooth transitions between the floor and standing. To be able to create and perform their own sequence of gymnastics movements, and improve it after receiving feedback. 	<p>low) and to demonstrate these in choreography.</p> <ul style="list-style-type: none"> To be able to link together key movements in Dance (turns, jumps, travelling, gestures) to create a phrase that flows. To be able to learn a routine, remember the sequence, rehearse it, improve it and perform it. To be able to give feedback to my peers on a performance against a given criteria. 	<p>devices such as canon, formations, and levels in their choreography/performance.</p> <ul style="list-style-type: none"> To be able to improvise to music using some of the core movements of Bollywood dance. To be able to give feedback to my peers on a performance against a given criteria. 	<ul style="list-style-type: none"> In a group, create their own sequence incorporating their Floor Gymnastics skills while using their ribbons, and perform this to an audience. Watch a sequence and give feedback on a specific criterion on how it could be improved. 	<p>these using movement memory, put these together into a sequence and perform it as one piece.</p> <ul style="list-style-type: none"> To perform in a variety of ways - different group sizes (solo, pairs, small groups, whole class) and different ways (unison, canon, in groups). To rehearse and improve a dance, acting on the feedback of my peers from a given criteria. To be able to give feedback to my peers on a choreography against a given criteria.
<p style="text-align: center; font-size: 2em; font-weight: bold;">4</p>	<p><u>Floor Gymnastics</u></p> <ul style="list-style-type: none"> To show coordination, balance, control and confidence in a variety of different gymnastics movements, and when performing sequences. To demonstrate a range of jumps and leaps with the correct 	<p><u>Gymnastics with Apparatus</u></p> <ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). To be able to hang holding my body weight (facing outwards), using a 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> To know the main 3 components of a Dance warm up and to be able to demonstrate exercises for each section. To understand what rhythm (straight and syncopated) and time signatures are, and physically 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> To know what dance genres are and understand that within a genre there can be a further breakdown of styles. To know and understand some of the history, traditions and culture of 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> Demonstrate how to hold the hand apparatus (hoop) correctly and safely. Show control when rotating, rolling, dropping, or catching the hand apparatus. Perform a range of travelling steps while holding or 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> To understand what a stimulus is and how we can use one to create a dance. To be able to show transitions in the character's personalities through contrasting dynamics for

	<p>preparation and landing (full turn jump, split leap, cat leap, leap frog), and understand some jumps are travelling steps.</p> <ul style="list-style-type: none"> To demonstrate a range of travelling movements with good posture, balance and body tension (step turn step and step ball change/chasse). To demonstrate balancing on different parts of their body - hands and head (more advanced bridges and simple headstands). To progress taking weight on hands to attempting cartwheels. To demonstrate rolls with different entries and exits (forwards roll from/to a straddle position), and link different types of rolls together. To be able to create their own sequence of gymnastics movements, 	<p>range of leg positions.</p> <ul style="list-style-type: none"> To be able to perform balances facing away from the wall bars. To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. To be able to perform jumps onto, on/along and off of the apparatus. To explore taking weight on their hands on apparatus - cartwheel progressions. To perform the through vault, over a low of medium height table. To show clear understanding of what makes a sequence flow, with smooth transitions. To create a sequence in a group using skills on both the floor and on apparatus, and use several 	<p>demonstrate this understanding through my movements to the music.</p> <ul style="list-style-type: none"> To understand what a motif is, learn and copy one, or create my own. To know a range of more advanced key movements (jumps, turns, travelling, gestures) and be able to use these to extend and develop a motif. To have a good understanding of what dynamics are in Dance, and to be able to perform a short routine showing contrasting dynamics. To use choreographic devices such as the retrograde and fragmentation to develop a motif and create a dance routine. To be able to learn a routine, change it and extend it, rehearse and improve it, and perform it. 	<p>Spanish/Flamenco dance.</p> <ul style="list-style-type: none"> To be able to describe what type of music Flamenco/Spanish dance styles are typically performed to, and point out some features of the music. To know a range of basic Flamenco/Spanish dance movements and be able to perform these. To be able to demonstrate clear characteristics of the Flamenco/Spanish dance style - percussive feet movements, Spanish arm positions and flourishes, wrist/hand circles, Flamenco dance stance, clapping and stamping sequences...etc. To be able to learn a routine using core movements of Spanish dance, remember the sequence, rehearse it, 	<p>moving the hoop in a variety of ways.</p> <ul style="list-style-type: none"> Experiment with balances incorporating the hoop whilst using different body parts. Work with a partner using the hand apparatus to create mini-sequences that show interactions (e.g. exchanging hand apparatus, being connected with their partner and the apparatus at the same time...etc.). Show good coordination when performing Gymnastics skills (rolls, balances, travelling steps & jumps) and movements with the hand apparatus at the same time (some static and some dynamic). In a group, create their own sequence incorporating their Floor Gymnastics skills while using their hoops, rehearse it, improve it and 	<p>different sections of the dance.</p> <ul style="list-style-type: none"> To generate ideas and movements to show different characters/instruments, and link these together to create short sections of choreography. To understand different ways of using repetition to change the structure and length of a dance (canon/call and response). To understand the choreographic techniques counterpoint and dialogs, and demonstrate this in a section of the routine. To create a series of movements that rhythmically responds to the musical motif (a specific rhythm). To create a motif with my group and teach it to the rest of the class. To explore using body percussion in a call and response section of choreography.
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	<p>clearly linking movements with similar shapes/starting and ending positions together.</p> <ul style="list-style-type: none"> To be able to practise and improve their sequence, responding to the feedback they have received, and perform their sequence to an audience. 	<p>choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions... etc.</p>	<ul style="list-style-type: none"> To be able to give feedback to my peers on their performance against a given criteria. To be able to act on my personal/peers feedback to improve my routine. 	<p>improve it and perform it.</p> <ul style="list-style-type: none"> To be able to demonstrate sections of call and response in pairs and in groups. To be able to create my own section of the routine, continuing in the style and using movements I have learnt. To be able to give feedback to my peers on a performance against a given criteria. 	<p>perform it to an audience.</p> <ul style="list-style-type: none"> Receive feedback on a performance and act on this feedback to improve the sequence. Watch a sequence and give feedback on a specific criterion on how it could be improved. 	<ul style="list-style-type: none"> To learn different sections of choreography telling different parts of the story, remember these using movement memory, put these together into a sequence and perform it as one piece. To perform in a variety of ways - different group sizes and different ways (unison, canon, counterpoint, dialogs...etc). To rehearse and improve a dance, acting on the feedback of my peers from a given criteria and the target my group has set itself. To be able to give feedback to my peers on a choreography against a given criteria.
<p style="text-align: center; font-size: 2em;">5</p>	<p><u>Swimming</u></p>	<p><u>Gymnastics with Apparatus</u></p> <ul style="list-style-type: none"> To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> To be able to demonstrate contrasting levels (high, middle and low), to understand each 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> To know what dance genres are and understand that they can have numerous influences. 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> Demonstrate coordination, control and accuracy when holding and moving the hand 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> To understand what a stimulus is and how we can use one to create a dance.

		<p>grips (normal and inverse).</p> <ul style="list-style-type: none"> • To be able to hang holding my body weight, using a range of leg positions and the inverse hand grip. • To be able to perform a partner balance on the wall bars. • To be able to mount, dismount, hang from and climb the ropes using the hand over hand technique. • To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. • To be able to perform a turn/pirouette on the apparatus, whilst keeping my balance. • To be able to perform jumps onto, on/along and off of the apparatus, making sure to land with one foot in front of the other when 	<p>category has sub levels within it and to demonstrate these within a routine.</p> <ul style="list-style-type: none"> • To know the key movements with the addition of floor work and be able to demonstrate these confidently and use them when choreographing a routine. • To know and show a range of ways of transitioning to and from the floor. • To learn a set motif and work in groups to develop the motif further. • To understand the safety and different roles when lifting in Dance, and be able to perform an assisted jump and a shoulder height/overhead lift. • To understand the relationship between the rise and fall/dynamics of the music and levels in Dance, and be able to demonstrate this. 	<ul style="list-style-type: none"> • To know and understand some of the history and influences of Lyrical dance. • To be able to describe what type of music Lyrical dance is typically performed to, and point out some features of the music. • To know a range of basic Lyrical dance movements and be able to perform these. • To be able to demonstrate clear characteristics of the Lyrical dance style - smooth fluid movements, elements of Ballet and Jazz, good posture, dynamics to reflect the music...etc. • To be able to learn a routine using core movements of Lyrical dance, remember the sequence, rehearse it, improve it and perform it. • To understand that Lyrical dance movements often 	<p>apparatus (ribbon) with either hand.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the different wrist and arm techniques required to make movements/shapes of contrasting sizes. • Use the hand apparatus to create advanced shapes or to demonstrate advanced skills (e.g. throwing and catching the hand apparatus) performed in a variety of ways (in contrasting directions, at different levels, performed in different positions, interacting with a partner...etc). • Demonstrate a clear understanding of rhythm and the ability to perform skills and sequences in time to the music. • Show an understanding of which hand apparatus/ribbon skills can be 	<ul style="list-style-type: none"> • To tell a story through their own choreography. • To create their own character in keeping with the theme/stimulus. • To use different dynamics and facial expressions to reflect different characters. • To learn a section of set choreography, from the teacher. • To create sections of their own choreography, manipulate and develop them. • To understand and include rhythmic response within their own choreography (rise and fall in the music) • To be able to know the definition of a motif and show this within a piece of choreography. • To understand what texture is in dance and demonstrate examples of this.
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		<p>landing on the apparatus.</p> <ul style="list-style-type: none"> To perform the straddle vault, over a low of medium height table. To be able to perform an entrance (run up or hurdle step) onto a springboard followed by a gymnastic jump. To create a sequence that flows in a group using skills on both the floor and on apparatus, and use several choreographic/artistic devices to make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions... etc 	<ul style="list-style-type: none"> To be able to show contrasting emotions in Dance by using choreographic devices such as levels and dynamics. To be able to link sections of choreography together so they flow and tell a story. To be able to self-assess their own achievement against a success criteria and identify a next step to improve. To be able to act on my personal/peers feedback to improve my routine and show clear improvements/progression. 	<p>reflect the lyrics of the music, and to create their own section of choreography to reflect a lyric.</p> <ul style="list-style-type: none"> To use, create, perform, edit and review sequence to improve their own choreography, reflecting on their peers' feedback. To be able to use choreographic devices such as levels and dynamics in their choreography/performance. To be able to give feedback to my peers on a performance against a given criteria. 	<p>performed at the same time as Gymnastics movements (rolls, turns, balances, travelling steps, leaps & jumps), which movements link well together and perform a variety of these showing coordination.</p> <ul style="list-style-type: none"> Learn set combinations and sequences, make changes to these and create their own section to add on. In pairs and larger groups, create their own sequence incorporating their Floor Gymnastics skills while using their ribbons, rehearse it, make improvements and perform this to an audience. Create sequences where the movements flow into one other smoothly, and suit the character/style of the music. Demonstrate an understanding of how to create 	<ul style="list-style-type: none"> To use different choreographic devices (textures, levels, formations...etc) to develop a phrase of choreography. Link different sections of choreography together using movement memory. Rehearse, perform and improve my own/groups choreography To self/peer assess their performances and act on this feedback to improve their performance. To perform the whole routine together with confidence, showing characterisation and established performance qualities.
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					<p>aesthetically pleasing and interesting sequences, including devices such as directions, formations, mirroring, unison and canon,</p> <ul style="list-style-type: none"> • Watch a performance, identify where the group has met the criterion and give clear feedback on how it could realistically be improved. • Receive feedback on a performance, act on this feedback to improve the sequence, and then clearly demonstrate the improvements. 	
<p style="text-align: center;">6</p>	<p><u>Floor Gymnastics</u></p> <ul style="list-style-type: none"> • To perform gymnastics movements with clear confidence, fluidity, strength and body tension, and perform sequences with a sense of performance quality. • To demonstrate a range of more complex jumps with correct 	<p><u>Gymnastics with Apparatus</u></p> <ul style="list-style-type: none"> • To climb the apparatus/wall bars (to the top) with efficiency and confidence, using different grips (normal and inverse). • To be able to hang holding my body weight (facing outwards), using a range of leg positions. 	<p><u>The Principles of Dance</u></p> <ul style="list-style-type: none"> • To understand the purpose of the human skeleton and it's main function. • To know about different types of joints in the human body and the different ways in which they move. • To have a sound understanding of 	<p><u>Dance Genres</u></p> <ul style="list-style-type: none"> • To know what dance genres are and understand that they can have numerous influences. • To know and understand some of the history, culture and influences of Hip Hop and Street Dance. • To be able to describe what 	<p><u>Rhythmic Gymnastics</u></p> <ul style="list-style-type: none"> • Demonstrate how to hold the hand apparatus (ball) accurately, and show coordination, control and accuracy when moving and manipulating it with both/either hand/s. • Demonstrate skills with confidence that are specific to the hand 	<p><u>Choreography and Performance</u></p> <ul style="list-style-type: none"> • To understand that anything can be a stimulus (e.g. a prop, film, book...etc) and can be used to create a dance. • To tell a story through their own choreography, and attempt to create humorous moments.

	<p>technique, and be able to perform assisted jumps/leaps with a partner.</p> <ul style="list-style-type: none"> To use travelling steps to link different skills together while using the whole space. To be able to link cartwheels into other gymnastics skills. To demonstrate a range of more complex balances, and be able to perform and create several group balances. To demonstrate a pirouette or turn within a sequence. To demonstrate more complex rolls with different entries and exits, attempting a dive entry into a forward roll. To be able to create and perform their own sequence of more complex gymnastics movements, structuring their sequence to show a range of skills. smooth transitions 	<ul style="list-style-type: none"> To be able to perform balances facing away from the wall bars. To be able to perform a variety of the four main gymnastics movements (rolls, jumps, balances & travelling steps) on and off of apparatus. To be able to perform jumps onto, on/along and off of the apparatus. To explore taking weight on their hands on apparatus - cartwheel progressions. To perform the through vault, over a low of medium height table. To show clear understanding of what makes a sequence flow, with smooth transitions. To create a sequence in a group using skills on both the floor and on apparatus, and use several choreographic/art istic devices to 	<p>the difference between straight and syncopated rhythms, and be able to rhythmically respond to these confidently.</p> <ul style="list-style-type: none"> To understand what isolations are in Dance and be able to demonstrate a range of these and include some in my choreography. To be able to choreograph a routine of at least 32 counts (in a group), including key movements from each category (turns, jumps, travelling, gestures and floor work), and perform this in a suitable dynamic that portrays the theme. To clearly show use of choreographic devices (such as directions, pathways, formations, levels, canon and unison) in my choreography. 	<p>type of music Hip Hop/Street dance is typically performed to, and point out some features of the music e.g. that up and down moves to the different beats.</p> <ul style="list-style-type: none"> To know a range of basic Hip Hop and Street dance movements and be able to perform these. To be able to demonstrate clear characteristics of the Hip Hop and Street dance styles - sharp accented moves, a bounce to the moves, coordinating arm and leg movements together, breaking & locking...etc. To be able to learn a routine using core movements of Hip Hop and Street dance, remember the sequence, rehearse it, improve it and perform it. To understand and demonstrate how to freestyle in the Hip Hop and 	<p>apparatus (e.g. keeping the ball in contact with different parts of their body).</p> <ul style="list-style-type: none"> Show good coordination when performing Gymnastics skills (rolls, balances, travelling steps, turns, leaps & jumps) and movements with the hand apparatus at the same time (mainly dynamic). Experiment with holding and controlling the apparatus with different parts of your body (e.g. holding the ball between your ankles/knees/feet /against your stomach...etc). Perform advanced movements (such as throwing and catching the apparatus) while interacting with a partner, and link these to other Gymnastics skills to create short combinations. Demonstrate a clear understanding of 	<ul style="list-style-type: none"> To understand and demonstrate that dance can create music/rhythm, not just accompany or be performed to it. To create sections of their own choreography, manipulate and develop these when working in different sized groups (e.g. solos, duets, small/large groups). To understand how to make pedestrian movements (everyday movements) into dance moves by merging these with a core dance move (turns, jumps, gestures, travelling...etc) To understand how to use props effectively in dance. To incorporate the use of props to accentuate the pedestrian move ment. To demonstrate a clear understanding of
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	<p>between skills and think about the overall performance (formations/directions...etc).</p> <ul style="list-style-type: none"> To be able to assess the overall effectiveness of a sequence/performance against a given criteria, and suggest realistic improvements. To be able to act on feedback they receive. 	<p>make them more interesting e.g. canon, unison, mirroring, direction, speed, different arm shapes/positions... etc.</p>	<ul style="list-style-type: none"> To be able to (in a group) storyboard and plan my routine, before choreographing it, to match the theme/lyrics of the music. To evaluate my work against a criteria and set myself a smart target to improve it. To be able to act on peers feedback to improve my routine and show clear improvements/progression. To perform a routine that I have choreographed within a group for a purpose (a music video). 	<p>Street dance styles, and understand how it came about.</p> <ul style="list-style-type: none"> To use a create, perform, edit and review sequence to improve their own choreography, reflecting on their peers' feedback. To be able to give feedback to my peers on a performance against a given criteria. 	<p>rhythm and the ability to perform skills and sequences in time to the music.</p> <ul style="list-style-type: none"> Learn set combinations and sequences using hand apparatus (ball), and make improvements to these before performing them. In pairs and small groups, create their own sequence incorporating their Floor Gymnastics skills while using their balls, rehearse it, make improvements and perform this to an audience. Be able to identify how to make a sequence flow more smoothly. Demonstrate an understanding of how to create aesthetically pleasing and interesting sequences, including a range of devices and by matching the dynamics of the sequence with the dynamics of the music. 	<p>rhythmic response, choreographing a call and response section with a group.</p> <ul style="list-style-type: none"> To work with a group performing action/reaction movements using facial expressions and characterisation to help tell a story. To include all the types of key movements previously learnt (including isolated movements) to help choreograph their own motifs. To incorporate choreographic devices (cannon, unison...etc) to develop their own choreography. To learn and perform a set motif with confidence, being able to rehearse, perform and edit the dance. To self/peer assess their performances against a given criteria and act on this feedback
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					<ul style="list-style-type: none">• Receive feedback on a performance, act on this feedback to improve the sequence, and then clearly demonstrate the improvements.• Watch a performance, identify where the group has met the criterion and give clear feedback on how it could realistically be improved.	to improve their performance.
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