

Physical Education					
EYFS					
Dance		Gymnastics			
Travel, balance, turn and jump		Begin to develop balance, agility and co-ordination, and apply these safely to a range of movements.			
	- Begin to move with confidence in their own space. - Follow a simple sequence of movements to create a Zumba dance. - Create their own short sequences of movements in response to music. - Sometimes able to take turns with guidance	- Experiment with different ways of moving, and find and use space safely - Introduce apparatus and explore ways to use it safely, for example landing and moving with control. - Explore different ways of creating ‘like’ actions, eg. turns, landings, jumps, in order to travel across the apparatus. Work with a partner with direction from staff Learn simple rules			
Turn , balance, jump, dance, twist		T1 Forwards, backwards, sideways, turn, roll, jump, copy			
Key Stage 1					
Dance		Gymnastic Movements		Yoga	
perform dances using simple movement patterns		developing balance, agility and co-ordination, and begin to apply these in a range of activities		begin to learn poses and techniques that will help them connect their mind and body	
YR1	- To use counts of 8 to move in time and make my dance look interesting. I am beginning to use counts. I can move confidently and safely. - To explore pathways in my dance. - To create my own dance using, actions, pathways and counts. I can copy, remember and repeat actions. - To explore speeds and actions in our pirate inspired dance. - To copy, remember and repeat actions that represent the theme. - To copy, repeat, create and perform actions that represent the theme. - Take turns with most partners - Work in pairs to complete a task - Keep simple rules - Begin to cope with different feelings	- To explore travelling movements. I am confident to perform in front of others. - To develop quality when performing and linking shapes. I can link simple actions together to create a sequence. - To develop stability and control when performing balances. I can make my body tense, relaxed, stretched and curled. - To develop technique and control when performing shape jumps. - To develop technique in the barrel, straight and forward roll. - To link gymnastic actions to create a sequence. - Take turns with a partner - Work in pairs considerably and effectively - Understand and adhere to simple rules - Able to cope with different feelings fairly well (winning and losing)	- To explore yoga and mindfulness. I can recognize how yoga makes me both feel physically and mentally. - To be able to copy and remember poses. I can remember and repeat actions, linking poses together. - To develop flexibility when holding poses. - To develop balance whilst holding poses. - To create yoga poses using a hoop. - To create a yoga flow with a partner. I can work with others to create poses. Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: patience Emotional: understanding Emotional: independence		
	Counts, action, travel, pose, move, direction, speed, level, shape	Roll, point, shape, level, speed		Breathing, relaxation, flexibility	

YR2	- To remember, repeat and link actions to tell the story of my dance. I understand what counter balance and counter tension is and can show examples with a partner. - To develop an understanding of dynamics and how they can show an idea. I am beginning to provide feedback using key words. I can describe how my body feels during exercise. - Use counts of 8 to help you stay in time with the music. - To copy, remember and repeat actions using facial expressions to show different characters. I can copy, remember, repeat and create dance phrases. - To explore pathways and levels. - To remember and rehearse our circus dance showing expression and character. I can show a character and idea through the actions and dynamics I choose. - Work in pairs - Accept others' ideas - Give and receive basic feedback - Keep simple rules - Explore how to deal with different feelings	- To perform gymnastic shapes and link them together. I can perform the basic gymnastic actions with some control and balance. - To be able to use shapes to create balances. - To be able to link travelling actions and balances using apparatus. I can use directions and levels to make my work look interesting. - To demonstrate different shapes, take off and landings when performing jumps. I am proud of my work and confident to perform in front of others. - To develop rolling and sequence building. - To develop sequence work on apparatus. I can plan and repeat simple sequences of actions. - Work effectively in same or mixed ability pairs - Help to support team members and value their effort and ideas - Give and receive constructive feedback - Make a conscientious effort to succeed Able to manage emotions well	- To copy and repeat yoga poses. I can copy, remember and repeat yoga flows. - To develop an awareness of strength when completing yoga poses. I can use clear shapes when performing poses. - To develop an awareness of flexibility when completing yoga poses. - To copy and remember actions linking them into a flow. I can move from one pose to another thinking about my breath. - To create a flow and teach it to a partner. - To explore poses and create a yoga flow. Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: patience Emotional: understanding Emotional: independence
	<i>Slow, body parts, shape, travel, sequence, stretch, wide, narrow, timing, mirror, pathway</i>	<i>Straight roll, barrel roll, straddle, pike, tuck, star</i>	<i>Flow, pose, breath, breathe, stretch, balance, position</i>
Physical Education: Key Stage 2			
	Dance	Gymnastics	Yoga
	<i>perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	<i>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>	<i>Develop flexibility, strength, technique, control and balance learning yoga poses and techniques that will help them to connect their mind and body</i>
Yr3	- To create actions in response to a stimulus and move in unison with a partner. I can provide feedback using key words. I can use counts to keep in time with a partner and group. - To create actions to move in contact with a partner or interact with a partner. - To select and link appropriate actions and dynamics to show our dance idea.	- To be able to create interesting point and patch balances. - To develop stepping into shape jumps with control. I can complete actions with increasing balance and control. - To develop the straight, barrel, and forward roll. - To be able to transition smoothly into and out of balances. I can choose actions that flow well into one another. - To create a sequence with matching and contrasting actions and shapes.	- To explore connecting breath and movement. I can describe how yoga makes me feel. - To explore new yoga poses and begin to connect them. I can copy and link yoga poses together to create a short flow. - To explore gratitude when remembering and repeating a yoga flow. I can provide feedback using key words.

	I am respectful of others when watching them perform. - To remember, repeat and create actions to represent an idea. I can repeat, remember and perform a dance phrase. - To share ideas of actions and dynamics to create a dance that shows a location. - To use choreographing ideas to develop our dance. - Work well in small groups - Give and receive positive feedback within a group - Use simple rules (safely, fairly and honestly) - Co-operate in groups - Use appropriate words (sportsmanship)	- To create a partner sequence incorporating equipment. I can move in unison with a partner. I can choose and plan sequences of contrasting actions. - Work cooperatively and effectively in small groups - Give and receive constructive feedback within a group - Use rules (safely, fairly and honestly) Use appropriate positive words (sportsmanship)	- To develop flexibility and strength in a positive summer flow. - To develop flexibility in an individual yoga flow. - To develop confidence and strength in arm balances. - Work cooperatively and effectively in small groups - Give and receive constructive feedback within a group - Use rules (safely, fairly and honestly) - Use appropriate positive words (sportsmanship)
	Unison, cannon, repetition, dynamics, expression, actions	forward rolls – straight, tuck star jumps, matching, contrasting	Down dog, Namaste, stable, control, mindfulness
Yr4	- To copy and create actions in response to an idea and be able to adapt this using changes of space. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. - To choose actions which relate to the theme. I can choose actions and dynamics to convey a character or idea. - To develop a dance using matching and mirroring. I can respond imaginatively to a range of stimuli relating to character and narrative. - To learn and create dance moves in the theme of carnival. I can use changes in timing and spacing to develop a dance. - To develop a carnival dance using formations, canon and unison. - To develop a dance phrase and perform as part of a class performance. - Undertake different roles within a group - Adapt rules to make games safe and fair, and to keep a game going - Support peers in a positive manner - Demonstrate leadership skills	- To develop individual and partner balances. I can identify some muscle groups used in gymnastic activities. - To develop control in performing and landing rotation jumps. I can safely perform balances individually and with a partner. I understand how body tension can improve the control and quality of my movements. - To develop the straight, barrel, forward and straddle roll. - To develop the straight, barrel, forward and straddle roll. - To develop strength in inverted movements. - To be able to create a partner sequence to include apparatus. I can watch, describe and suggest possible improvements to others' performances and my own. - Willingly undertake a range of roles within a group - Actively adapt rules to make games safe and fair, and to keep a game going - Support peers to improve performance - Demonstrate good leadership skills	- To continue to explore connecting breath and movement. I can describe how yoga makes me feel and can talk about the benefits of yoga. - To link poses together to create a yoga flow. - To provide feedback using key terminology and understand what I need to do to improve. - To develop the transition from pose to pose in time with my breath. I can move from one pose to another in time with my breath. - To develop working collaboratively and effectively with others. I can copy and link yoga poses together to create a short flow. - To begin to demonstrate yoga poses which show clear shapes. - To show increasing control and balance when moving from one pose to another. Social: working safely Social: sharing ideas Social: leadership Emotional: calmness Emotional: focus Emotional: confidence
	Action, reaction, space, cannon, formation, pathway	Bridge, straddle roll, inverted, rotation	Down dog, Namaste, stable, control, mindfulness

Yr5	- To create a dance using a random structure and perform the actions showing quality and control. I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. - To understand how changing dynamics changes the appearance of the performance. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. - To understand and use relationships and space to change how a performance looks. - To copy and repeat movements in the style of rock 'n' roll. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. - To work with a partner to copy and repeat actions keeping in time with the music. I can suggest ways to improve my own and other people's work using key terminology. - To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. - Organise and lead warm up activities and games - Help others to change in order to improve performances - Accept decisions - Compromise with other teams/individuals	- To be able to perform symmetrical and asymmetrical balances. I can lead a partner through short warm-up routines. - To develop the straight, forward, straddle and backward roll. I can use feedback provided to improve my work. - To be able to explore different methods of travelling, linking actions in both canon and synchronisation. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. - To be able to perform progressions of inverted movements. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. - To explore matching and mirroring using actions both on the floor and on apparatus. - To be able to create a partner sequence using apparatus. I can create and perform sequences using apparatus, individually and with a partner. - Actively organise and lead warm up activities and games - Keen to help others to change in order to improve performances - Accept decisions - Compromise with other teams/individuals without direction from staff	- To develop an understanding of yoga. I can identify how different activities can benefit my physical health. I can provide feedback to others using key terminology. - To develop strength through yoga flows. - To create your own flow showing quality in control, balance and technique. I am confident to lead others through poses and flows. - To develop balance through yoga flows. I can move with control from one pose to another demonstrating good balance. - To work collaboratively to create a controlled paired yoga flow. I can create a yoga flow working safely with a partner. - To create your own yoga flow that challenges technique, balance and control. Social: leadership Social: sharing ideas Social: working safely Emotional: confidence Emotional: working independently
	Dance style, technique, pattern, formation, Action, reaction, space, canon, formation, pathway	Backward roll, cartwheel, symmetrical and asymmetrical balances, aesthetics, synchronisation	High lunge, transition, fluidity, connected, salutation
Yr6	- To demonstrate a sense of rhythm and energy when performing bhangra style motifs. I can lead a small group through a short warm-up routine. - To perform a bhangra dance, showing an awareness of timing, formations and direction. I can choreograph a dance and work safely using a prop. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.	- To be able to develop the straddle, forward and backward roll. I can combine and perform gymnastic actions, shapes and balances with control and fluency. - To develop counter balance and counter tension. I understand what counter balance and counter tension is and can show examples with a partner. - To be able to perform inverted movements with control. I can use appropriate language to evaluate and refine my own and others' work. - To be able to perform the progressions of a headstand and a cartwheel.	- To develop flexibility through the sun salutation flow. I can use feedback provided to improve the quality of my work. - To continue to develop strength through yoga flows. I can use yoga poses to improve my flexibility, strength and balance. - To create your own flow showing an increased quality of control, balance and technique. I am confident to lead others, demonstrating poses and teaching them my flow. - To develop extended yoga flows.

- To select, order, structure and perform movements in a bhangra style, showing various group formations. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. - To copy and repeat a phrase of movement from a theme. <i>1970s disco</i> - To devise a freeze frame montage in the theme. I can use appropriate language to evaluate and refine my own and others' work. - To use feedback to develop and refine a themed dance performance. I can use feedback provided to improve the quality of my work. - Create/assign roles to include all members of a group and support them effectively - Create a positive team ethos - Act as a role model during all lessons - Display sporting etiquette at all times - Lead effective changes in dance pieces	- To be able to use flight from hands to travel over apparatus. - To be able to create a group sequence using formations and apparatus. I can create and perform sequences using compositional devices to improve the quality. - Create/assign roles to include all members of a group and support them effectively - Create a positive team ethos - Act as a role model during all lessons - Display sporting etiquette at all times Lead effective changes in practices	I can use my breath to transition from one pose to another with control. - To work collaboratively in a small group to create a controlled yoga flow for 3 or 4 people. I choose poses which link easily from one to the other to help my sequence flow. - To create your own yoga flow that significantly challenges technique, balance and control. I recognise my own and others strengths and areas for development and can suggest ways to improve. Social: leadership Social: sharing ideas Social: working safely Emotional: confidence Emotional: working independently
Variation, unison, canon, structure, phrase	<i>Counter balance, counter tension, vault, momentum, formation, aesthetics, synchronisation</i>	<i>High lunge, transition, fluidity, connected, salutation</i>