



Tonwell St Mary's School Curriculum Overview of Intent for PE

Overall aims:

As part of our school vision, we aim to support our children to choose lifestyles with healthy bodies and minds. We aim to introduce children to a broad range of sports, to ensure they all experience competition and develop character with a respect for others.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for PE in the following ways:

We recognise that involvement in PE and sport are crucial to children developing healthy bodies and minds. Therefore, all children have at least two hours of timetabled PE per week. This is supplemented with other daily opportunities for physical activity (e.g. Daily Mile, lunchtime games, PE extra-curricular clubs, visits to Forest School). To help ensure that children have access to high quality teaching, we employ a specialist coach for games and gymnastics and a dance professional to deliver the main PE lessons across the school.

Children in EYFS work on their physical development daily in our extensive outdoor provision, as well as PE sessions with the class teacher each week.

The whole school is regularly involved in local Sports Partnership events and our games/athletics curriculum is organised to prepare children for these competitions, with certain sports revisited each year building on knowledge and understanding of the game, skills and competence.

Due to our small numbers, all KS2 children often compete against larger schools developing their strength of character as they learn to win and lose with dignity and respect. Our school also links up with other similar sized primaries in a 'Small Schools Cluster Sports' group, who take turns to host sports events and collaborate to form teams for involvement in bigger tournaments.

We use the British Gymnastics core proficiency awards for progression through the school.

Each year, the children vote for Sports Ambassadors, who attend local training and lead competitions and events in school, including our annual sports day.

We value swimming as an essential life skill and organise the curriculum so that all KS2 children swim every year for a set of intensive lessons. Children in Years 4-6 have the opportunity to go on residential school journey every year with a range of outdoor/adventurous activities. If any children are unable to attend, we organise similar activities in the locality. Every two years, Y5/6 take part in bikeability sessions and Y1/2 take part in scooterability sessions.

	Autumn Term	Spring Term	Summer Term
EYFS Years A & B	How can I move my body to music and action songs? Can I follow	What is gymnastics?	How can I take part in sports day? What is athletics? Can I improve my running, jumping and throwing skills?



	instructions and move safely in a space? Can I develop my ball skills?				
	kick, throw, catch, speed, control, obstacle, walk, run, jump, skip, hop		gymnastics, gymnast, bench, mat, balance, over, under, gym tables, pointed toes, stretch, climbing		sports day, athletics, athlete, run, sprint, track, throw, jump, competition, compete, house team
	<p>Continuous Provision: Fine Motor: water, sand, sensory play, tweezers, cutting, threading, construction, EAD area, writing area. Gross motor activities: climbing frame, tricycles, digging area, mud kitchen, sand pit, chunky chinks, big paint brushes, bikes and scooters</p>				
	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 				
KS1 Year A	Can I develop my ball skills and be a team member in games? (Including basic intro to basketball, football)	Can I plan and perform dances using simple movement patterns (traditional English country dancing)?	Planning, preparing and performing on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year) Gymnastics	Can I prepare for an athletics competition? Athletics skills for sports day	Can I develop my skills in striking and fielding games (kwik cricket)?
	throw, catch, roll, kick, jump, dribble, goal, teammate, control, tactics	movement, dance, idea, mood, feeling, control, performance, theatre, stage, audience, patterns, sequence	balance, actions, forwards, backwards, body points, flexibility, jump, landing, finish, quality, sequence	sports day, district athletics, events, long jump, high jump, sprint, track, field, javelin	movement, dance, idea, mood, feeling, control, performance, theatre, stage, audience, patterns, improvement, sequence



KS1 Year B	<p>Can I develop my ball skills and be a team member in games? (Including basic into to tag rugby)</p> <p>throw, catch, roll, kick, jump, try, goal, teammate, control, underarm</p>	<p>Can I plan and perform dances using simple movement patterns (Zumba)?</p> <p>movement, dance, idea, mood, feeling, control, performance, theatre, stage, audience, patterns, sequence</p>	<p>Planning, preparing and performing on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year)</p> <p>Gymnastics</p>	<p>Can I prepare for an athletics competition?</p> <p>Athletics skills for sports day and District Athletics</p> <p>balance, actions, forwards, backwards, body points, flexibility, jump, landing, finish, quality, sequence, control</p>	<p>Can I prepare for an athletics competition?</p> <p>Athletics skills for sports day and District Athletics</p> <p>sports day, district athletics, events, long jump, high jump, sprint, track, field, javelin</p>	<p>Can I improve my skills in net/wall games (tennis)?</p> <p>movement, dance, idea, mood, feeling, control, performance, theatre, stage, audience, patterns, improvement, sequence</p>
KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 					
KS2 Year A	<p>Can I improve my skills and knowledge of invasion games (basketball, netball)?</p>	<p>Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different</p>		<p>Can I prepare for an athletics competition?</p> <p>Athletics skills for sports day and District Athletics</p>		



	<p>Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?</p>	<p>theme each year/dance from a different culture)? Can I develop and improve my knowledge and skills in gymnastics?</p>	<p>Can I improve my personal best? Can I improve my skills in striking and fielding games (kwik cricket)? 6 weeks' intensive swimming lessons Can I plan and perform dances (Zumba)?</p>
	<p>tactics, team mate, co-operate, attack, defend, pass, knock-on, control, speed, awareness, score, position, accuracy, possession, contact, distance, marking</p>	<p>performance, flexibility, improve, control, sequence, phrase, movement, technique, quality, finish, balance, apparatus, direction, speed, level, rotate, travelling</p>	<p>athletics, athlete, personal best, improvement, performance, fielding, batting, scoring, wicket, stump, bowl, underarm, overarm, track events, field events</p>
KS2 Year B	<p>Can I improve my skills and knowledge of invasion games (football)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?</p>	<p>Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year)? Can I develop and improve my knowledge and skills in gymnastics?</p>	<p>Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in net/wall games (tennis/players from around the world)? 6 weeks' intensive swimming lessons Can I plan and perform dances (traditional English country dancing)?</p>
	<p>tactics, team mate, co-operate, attack, defend, pass, knock-on, control, speed, awareness, score, position, accuracy, possession</p>	<p>performance, flexibility, improve, control, sequence, phrase, movement, technique, quality, finish, balance, apparatus, direction, speed, level, rotate, travelling</p>	<p>athletics, athlete, personal best, improvement, performance, racket, ball, net, scoring, serve, points, deuce, track events, field events</p>
KS2 Year C	<p>Can I improve my skills and knowledge of invasion games (basketball, netball)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?</p>	<p>Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year/dance from a different culture)? Can I develop and improve my knowledge and skills in gymnastics?</p>	<p>Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in striking and fielding games (kwik cricket)? 6 weeks' intensive swimming lessons Can I plan and perform dances (Haka) ?</p>



	tactics, team mate, co-operate, attack, defend, pass, knock-on, control, speed, awareness, score, position, accuracy, possession, contact, distance, marking	performance, flexibility, improve, control, sequence, phrase, movement, technique, quality, finish, balance, apparatus, direction, speed, level, rotate, travelling	athletics, athlete, personal best, improvement, performance, fielding, batting, scoring, wicket, stump, bowl, underarm, overarm, track events, field events
KS2 Year D	Can I improve my skills and knowledge of invasion games (football)? Can I prepare with my team for a sporting competition (tag rugby)? Y4-6 Can I take part in outdoor adventurous activities?	Can I plan, prepare and perform on stage at the Sports Partnership Dance Festival at Hertford Theatre (different theme each year)? Can I develop and improve my knowledge and skills in gymnastics?	Can I prepare for an athletics competition? Athletics skills for sports day and District Athletics Can I improve my personal best? Can I improve my skills in net/wall games (tennis/players from around the world)? 6 weeks' intensive swimming lessons Can I plan and perform dances (dance crazes since 1920s)?
	tactics, team mate, co-operate, attack, defend, pass, knock-on, control, speed, awareness, score, position, accuracy, possession	performance, flexibility, improve, control, sequence, phrase, movement, technique, quality, finish, balance, apparatus, direction, speed, level, rotate, travelling	athletics, athlete, personal best, improvement, performance, racket, ball, net, scoring, serve, points, deuce, track events, field events
KS2 Years A, B, C & D revisited objectives	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Pass to team mates at appropriate times. • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements and phrases into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Plan, perform and repeat sequences. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	



	<ul style="list-style-type: none">• Refine movements into sequences.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.• Swing and hang from equipment safely (using hands).• Swim up to 25 metres unaided.• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.• Coordinate leg and arm movements.• Swim at the surface and below the water.• Sprint over a short distance up to 60 metres.• Run over a longer distance, conserving energy in order to sustain performance.• Use a range of throwing techniques (such as under arm, over arm).• Throw with accuracy to hit a target or cover a distance.• Jump in a number of ways, using a run up where appropriate.• Compete with others and aim to improve personal best performances.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.	<ul style="list-style-type: none">• Compose creative and imaginative dance sequences.• Perform expressively and hold a precise and strong body posture.• Perform and create complex sequences.• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.• Create complex and well-executed sequences that include a full range of movements including:<ul style="list-style-type: none">• travelling• balances• swinging• springing• flight• rotations• bending, stretching and twisting• Hold shapes that are strong, fluent and expressive.• Vary speed, direction, level and body rotation during floor performances.• Throw accurately and refine performance by analysing technique and body shape.• Show control in take-off and landings when jumping.• Compete with others and keep track of personal best performances, setting targets for improvement.• Embrace both leadership and team roles and gain the commitment and respect of a team.• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves. <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively</p> <p>Perform safe self-rescue in different water-based situations.</p>
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PE Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery/Reception	Range 4 (24-36 months)	Range 5 (36-48 months)	Range 6 (48-71 months)	ELGs
	<ul style="list-style-type: none">• Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands• Runs safely on whole foot• Moves in response to music, or rhythms played on instruments such as drums or shakers	<ul style="list-style-type: none">• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	<ul style="list-style-type: none">• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping• Experiments with different ways of moving, testing out ideas and	ELG: Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing;



	<ul style="list-style-type: none"> • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Creates rhythmic sounds and movements 	<ul style="list-style-type: none"> • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas 	<p>adapting movements to reduce risk</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Travels with confidence and skill around, under, over and through balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences 	<p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Being Imaginative and Expressive</p> <p>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
Year group	Games (including OAA)	Gymnastics	Dance	Swimming and Water Safety	Evaluating and Improving



Year 1	Throw underarm. Roll a piece of equipment. Hit a ball with a bat. Move and stop safely in a game. Catch with both hands. Throw in different ways. I can kick in different ways.	Move safely in a space showing some control. Hold a simple balance for 3 seconds. Link two actions. Core proficiency award 8.	Move to music. Copy simple dance moves. Copy and remember actions. Move with some control and awareness of space.	N/A	Talk about what I have done. Describe what other people did.
Year 2	Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. Decide where the best place to be is during a game. Follow rules in a game.	Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts in movements. Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control. Core proficiency award 8/7.	Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea.	N/A	Talk about what is different between what I did and what someone else did. Say how I could improve.
Year 3	Throw and catch with control. Aware of space and use it to support team-	Plan, perform and repeat simple sequences with 3 actions.	Plan, copy, remember and perform movements and	Improve water confidence. Be able to enter and exit water safely.	Explain how my work is similar from that of others.



	mates and cause problems for the opposition. Know and use rules fairly to keep games going.	Make improvements to sequences. Core proficiency award 7/6.	phrases into short sequences.	Swim up to 10 metres unaided.	Recognise how performances could be improved (with guidance).
Year 4	Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Pass to team mates at appropriate times. Be willing to try OAA activities. Listen carefully to safety instructions and use equipment safely.	Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways. Swing and hang from equipment safely (using hands). Core proficiency award 6/5.	Move in a clear, fluent and expressive manner. Refine movements and phrases into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance.	Swim up to 25 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water.	Recognise how own and others' performance could be improved. Use the term 'personal best' and try to improve performance in athletics/Monday Mile).
Year 5	Choose appropriate techniques in a game (running, throwing, catching, passing). Work as part of a team to gain points or possession. Strike a bowled or volleyed ball with some accuracy. Uphold the spirit of fair play and respect in all competitive situations.	Create sequences that include <ul style="list-style-type: none">• travelling• balances• swinging• springing• bending, stretching and twisting Vary speed, direction, level and body rotation during floor performances.	Compose own ideas for dance sequences. Perform expressively. Plan to perform a theme.	Swim 25 metres confidently. Show a clear understanding of water safety.	Begin to compare their performances with previous ones and show a Growth Mindset to aim to improve.



	Take part in a range of OAA activities with growing confidence.	Core proficiency award 5/4.			
Year 6	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Use forehand and backhand when playing racket games.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p> <p>Take a lead role in a range of OAA activities supporting others and</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none">• travelling• balances• swinging• springing• flight• rotations• bending, stretching and twisting <p>• Hold shapes that are strong, fluent and expressive.</p> <p>• Vary speed, direction, level and body rotation during floor performances.</p> <p>Core proficiency award 4-1.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>



	showing a good understanding of safety.				
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PE Knowledge Ladders

	Nursery/Reception	Years 1/2	Years 3/4	Years 5/6
Rugby		Know how to carry the ball (W shape hands on side of ball/fingers spread) Know how to pass backwards Know how to score a try Know that England has a mens'/womens' and wheelchair rugby team	Know how to carry and pass the ball backwards successfully Know how to tag an opponent Know how to support a team mate (run close/stay behind) Know how to organise a defensive and supportive line	Know the offside rule and be able to follow it Know how to use tactics (making space, lines, when/who to pass to) Know how to draw in and dodge an opponent Know that Rugby is said to have originated at Rugby School in Warwickshire, England and is played across the world
Football		Know how to dribble the ball with your feet Know how to pass the ball to a team mate Know how to shoot the ball at the goal Know that England has a mens'/womens' and wheelchair football team	Know how to pass and receive the ball with some accuracy Know how to turn and change direction Know how to dribble the ball with your head up Know how to start the game Know how to shoot and keep the goal with some accuracy	Know how to mark a player Know how to take a throw in or corner Know three passes – side foot/driven pass/lofted pass Know how to use tactics (positioning/defending/attacking) Know that football is played across the world



<p>Basketball</p>	This cell is intentionally left blank in the original image	<p>Know how to dribble the ball on the spot and when walking (fingers/tips, head up/waist height) Know how to pass the ball and receive the ball Know how to shoot the ball Know that England has a mens'/womens' and wheelchair basketball team</p>	<p>Know how to dribble when running and change direction Know three passes (chest, bounce, javelin) Know how to pivot Know how to shoot the ball with some accuracy</p>	<p>Know how to dribble using pivoting and dodging Know 3 passes and when to use them effectively Know how to mark a player Know how to use tactics for defence and attack</p>
<p>Netball</p>		This cell is intentionally left blank in the original image	<p>Know 7 positions Know the footwork rule Know three passes (chest, bounce, shoulder) and that a pass must be made within 3 seconds Know how to shoot the ball with some accuracy Know how to mark a player from 3 feet Know how to pivot</p>	<p>Know 7 positions on court and spaces they can move in Know 3 passes and when to use them effectively Know how to mark a player on court and when shooting Know how to dodge an opponent Know that the ball cannot be thrown 'over a third'</p>
<p>Tennis</p>		<p>Know how to hold the racket Know how to bounce the tennis ball with the racket (repeatedly on</p>	<p>Know how to return the ball with some accuracy Know how to keep a rally going with a partner</p>	<p>Know how scoring works and keep score in a simple game Know how to use forehand and backhand Know how to stand in the ready position</p>



		<p>the ground or into the air) Know how to hit the ball with the racket using forehand</p>	<p>Know how to serve the ball Know simple scoring</p>	<p>Know how to strike the ball in a drop shot</p>
Kwik Cricket		<p>Know how to hold the bat Know how to strike the ball with the bat Know how to bowl underarm Know how to run between wickets Know how to catch the ball</p>	<p>Know how to strike the ball and catch the ball with some accuracy Know some of the ways to be out Know how to bowl underarm with some accuracy Know how to field</p>	<p>Know how to bowl under and overarm Know to use tactics (left/right handers) Know how simple scoring works Know ways to get an opponent out Know how to work with a teammate to play a full kwik cricket game Know that cricket originated in England but is played across the world</p>
Athletics	<p>Know how to throw a bean bag for accuracy (in hoop) and for distance (over line) Know how to take part in a running race Know to look forwards and keep going until the finishing line</p>	<p>Know the difference between a jog and a sprint Know how to throw a foam javelin overarm Know to look forwards and run straight in a sprint race Know to pace yourself in a long running race Know what a personal best is Know that athletics is for men and women and people with</p>	<p>Know how to sprint in a short race and pace yourself for endurance in a long race Know how to throw a foam javelin and discus with some accuracy Know how to do a standing long jump Know how to pass a baton in the relay</p>	<p>Know the terms track and field events Know techniques for running, jumping and throwing events Know how to control speed and direction in a range of events Know Olympic spirit and values Know about world records and how they are set</p>



		disabilities and that it is played all over the world		
Gymnastics	<p>Know how to use basic apparatus safely (tables, benches, mats)</p> <p>Know how to travel in different ways</p> <p>Know how to start and stop listening to instructions</p> <p>Know how to hold their bodies on different body points</p> <p>Know how to have awareness of space and find a space in the hall</p>	<p>Know how to hold a balance for 3 seconds</p> <p>Know how to travel in different ways, changing direction</p> <p>Know how to use apparatus safely</p> <p>Know star, pike, straddle and tuck positions</p> <p>Know that a sequence links move together</p>	<p>Know how to balance and travel in a variety of ways</p> <p>Know how to take out and put away apparatus safely</p> <p>Know how to link moves into a sequence</p> <p>Know how to move in unison or canon with a partner</p> <p>Know how to make movements good quality (point toes/stretch hands)</p>	<p>Know how to use fluency in sequences</p> <p>Know how to move by mirroring or matching a partner</p> <p>Know how to make symmetrical and asymmetrical shapes</p> <p>Know how to use counter balance and counter tension</p>
Dance	<p>Know action songs/dances (hokey cokey, heads/shoulders/knees/toes, if you're happy and you know it)</p> <p>Know how to play games following instructions (musical statues, musical bumps)</p> <p>Know how to copy moves to basic dances (gonoodle, cosmic kids, kids bop)</p>	<p>Know how to copy common choreography for Zumba and English country dance</p> <p>Begin to know how to move in time to the music</p> <p>Begin know how to show creativity and ideas for choreography</p>	<p>Know simple choreography and origins for Zumba English country dance, haka, dance crazes (Charleston, lindyhop, the twist, running man MC Hammer, Saturday Night Wigfield, Gangnam style)</p> <p>Know how to move in unison or canon with a partner</p> <p>Know how to use basic body actions: steps,</p>	<p>Know and suggest choreography and origins for Zumba English country dance, haka, dance crazes (Charleston, lindyhop, the twist, running man MC Hammer, Saturday Night Wigfield, Gangnam style)</p> <p>Know how to use counts and sets</p> <p>Know how to express emotion and feeling through dance</p> <p>Know how to use creativity and story-telling through dance</p>



			gesture, stillness, travel, jumping and turning	
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