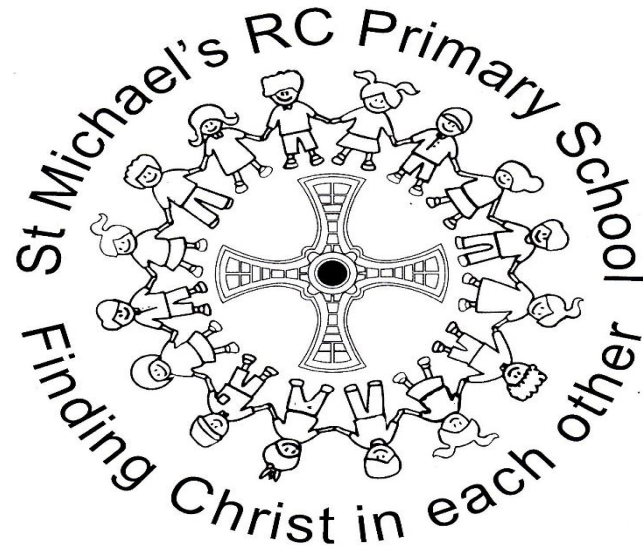


# St Michael's RC VA Primary School



## PE Progression Document

## DANCE

<b>NATIONAL CURRICULUM STATEMENTS OF ATTAINMENT</b>	<b>Pupils should:</b> <ul style="list-style-type: none"> <li>develop fundamental movement skills</li> <li>become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations</li> <li>perform dances using simple movement patterns</li> </ul>		<b>Pupils should:</b> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>enjoy communicating and collaborating with each other</li> <li>develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones</li> </ul>				
<b>Children will be taught to</b>	<b>Year F</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Spontaneously respond to a variety of stimuli through movement</p> <p>Move with appropriate actions and timing in response to a stimuli</p> <p>Explore and develop control of movement using:  <b>Actions (WHAT)</b> – walk, jump, land, hop, skip, stretch, twist, turn  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – copy teacher/performer, on own and beginning to interact with a partner</p>	<p>Develop control of movement using:  <b>Actions (WHAT)</b> – travel, stretch, twist, turn, jump  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions  <b>Dynamics (HOW)</b> – slowly, quickly, with appropriate expression</p> <p>Respond appropriately to a</p>	<p>Develop control of movement using:  <b>Actions (WHAT)</b> – travel, stretch, twist, turn, jump  <b>Space (WHERE)</b> – forwards, backwards, sideways, high, low, safely showing an awareness of others  <b>Relationships (WHO)</b> – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions  <b>Dynamics (HOW)</b> – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance.</p> <p>Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo</p>	<p>Develop movement using;  <b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness  <b>Space (WHERE);</b> formation, direction &amp; levels  <b>Relationships (WHO);</b> whole group/duo/solo, unison/canon  <b>Dynamics (HOW);</b> explore speed, energy(e.g. heavy/light)  <b>Choreographic devices;</b> motif, motif development &amp; repetition</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p>	<p>Develop movement using;  <b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness  <b>Space (WHERE);</b> formation, direction &amp; levels  <b>Relationships (WHO);</b> whole group/duo/solo, unison/canon  <b>Dynamics (HOW);</b> explore speed, energy(e.g. heavy/light)  <b>Choreographic devices;</b> motif, motif development &amp; repetition</p> <p>Respond to a variety of stimuli</p> <p>Explore and experiment with movement ideas and possibilities</p> <p>Create dance phrases and dances</p> <p>Select appropriate movement material</p>	<p>Develop movement using;  <b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness  <b>Space (WHERE);</b> formation, direction, level &amp; pathways  <b>Relationships (WHO);</b> solo/duo/trio, unison/canon/contrast  <b>Dynamics (HOW)</b> explore speed, energy(e.g. heavy/light, flowing/sudden)  <b>Choreographic devices;</b> motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Respond to a variety of stimuli</p> <p>Explore and experiment with movement ideas and possibilities</p>	<p>Develop movement using;  <b>Actions (WHAT);</b> travel, turn, gesture, jump, &amp; stillness  <b>Space (WHERE);</b> formation, direction, level &amp; pathways  <b>Relationships (WHO);</b> solo/duo/trio, unison/canon/contrast  <b>Dynamics (HOW)</b> explore speed, energy(e.g. heavy/light, flowing/sudden)  <b>Choreographic devices;</b> motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Create longer and challenging dance phrases and dances          Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm          Demonstrate use of space – levels, directions, pathways, size &amp; body shape</p>

	<p><b>Dynamics (HOW)</b> – slowly, quickly, smoothly, jerkily Begin to use own ideas to sequence dance</p> <p>Begin to sequence and remember a short dance</p> <p>Show interest by observing or participating in dance activities</p> <p>Display high levels of involvement in exploring and performing dance movements</p> <p>Maintain attention and concentration when exploring and performing in dance activities</p> <p>Demonstrate a rhythmical response which shows increasing co-ordination, strength and control</p> <p>Self initiate dance performance</p> <p>Express feelings through movement</p>	<p>variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Sequence and remember a short dance Move spontaneously showing some control and co-ordination Move with confidence when e.g. walking, hopping, jumping, landing Move with rhythm in the above actions Use imagination in dance activities Respond in a variety of ways through movement to a range of stimuli Recognise that dance is an enjoyable activity</p>	<p>. Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning</p> <p>Move in time with music Co-ordinate arm and leg actions e.g. march and clap</p> <p>Interacts with a partner e.g. holding hands, swapping places, meeting and parting</p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>	<p>Demonstrate different dance actions – travel, turn, gesture, jump, &amp; stillness</p> <p>Demonstrate dynamic qualities – speed, energy &amp; continuity</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important</p>	<p>showing an idea/thought/feeling</p> <p>Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end</p> <p>Musicality Demonstrate use of space – levels, directions, pathways &amp; body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</p> <p>Copy, repeat and remember movement, developing movement memory</p> <p>Perform their dance to an audience showing confidence</p> <p>Compare and comment on their own and others work</p> <p>Identify strengths and areas for improvement using simple dance vocabulary</p> <p>Evaluate experiences and outcomes and set goals</p>	<p>Perform their dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump, &amp; stillness</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important.</p>	<p>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting, body part to body part and physical contact</p> <p>Copy, repeat and remember complex movement, developing movement memory</p> <p>Compare and comment on their own and others work Identify strengths and areas for improvement using dance</p>
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	<p>Copy and repeat dance actions</p> <p>Demonstrate an appropriate response to a stimuli</p> <p>Describe simple dance actions using the appropriate vocabulary</p> <p>Express and communicate feelings and preferences in own and others' dance</p>				<p>for their own development</p> <p>Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content</p>		
<b>Core Assessment tasks</b>	Moving Along, Themes and Dreams	<i>Cat Dance, How Does it Feel?</i> Round the Clock, Machines Indian Delight		Round the Clock, Machines Indian Delight		Masquerade, What's So Funny? Making the Grade	
<b>ATHLETICS</b>							
<b>National Curriculum Statements of Attainment</b>	<b>Pupils should:</b> <ul style="list-style-type: none"> <li>develop and begin to master fundamental movement skills; running, jumping, throwing</li> <li>become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations</li> <li>engage in competitive activities against self and others</li> </ul>			<b>Pupils should:</b> <ul style="list-style-type: none"> <li>learn to use a broader range of skills in isolation and combination</li> <li>enjoy competing against each other</li> <li>develop an understanding of how to improve and learn to evaluate and recognise their own success</li> <li>develop strength, technique and control</li> </ul>			
<b>Children will be taught to:</b>	<b>Year F</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Experiment with running, jumping, hopping and stopping.</p> <p>Change dynamics – walk slowly/quickly.</p> <p>Experience practicing actions to improve.</p> <p>Move with control and co-ordination.</p>	<p>Show differences in running at speed and jogging</p> <p>Describe different ways of running</p> <p>Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1</p>	<p>Explain what is successful or how to improve</p> <p>Run for 1 minute</p> <p>Perform combinations of the 5 basic jumps from above</p> <p>Describe different ways of jumping</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Watch and describe specific aspects of running e.g. what arms and legs are doing</p>	<p>Recognise and record how the body works in different types of challenges over different distances</p> <p>With guidance, set realistic targets of times to achieve over a short and longer distance</p>	<p>Relay change-overs</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Plan to cover distances as a team to get the best results possible</p>	<p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain why athletics can help improve stamina and strength</p> <p>Demonstrate a range of jumps showing power and control and</p>

	<p>Combine basic actions with more advanced spatial awareness. Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Jump over low barriers</p> <p>Challenge themselves to jump further/higher</p> <p>Apply restrictions e.g. throwing into a specific target</p> <p>Handle equipment safely</p> <p>Perform basic actions using equipment e.g. rolling, underarm</p>	<p>landing on other foot)</p> <p>Show control at take-off and landing</p> <p>Throw into targets with increasing accuracy</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p>	<p>Explain what is successful or how to improve</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>	<p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p>	<p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>With guidance, set realistic targets when jumping for distance or for height</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing e.g. what arms and legs are doing</p> <p>With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others</p>	<p>Explain how warming up affects performance</p> <p>Plan and mark out a run up for jumping</p> <p>Set realistic targets for self, when jumping for distance or for height</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Watch a partner's athletic performance and identify the main strengths</p> <p>Identify parts of the performance that need to be practised and refined, and suggest improvements</p>	<p>consistency at both take-off and landing</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p>
<b>Core Assessment Tasks</b>	Honey Pot	<i>Off Up &amp; Away</i> <i>Colour Match</i> Furthest Five, Pass the Baton, Take Aim, Faster, Higher, Further	Furthest Five, Pass the Baton, Take Aim, Faster, Higher, Further	Three Jump Challenge, Distance Challenge			
<b>GAMES</b>							
<b>National Curriculum Statements of Attainment</b>	<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>develop fundamental movement skills including running, jumping, throwing and catching</li> <li>become increasingly competent and confident to extend their agility, balance and co-ordination</li> <li>engage in co-operative and competitive activities against self and others</li> <li>participate in team games, developing simple tactics for attack and defence</li> </ul>			<p><b>Pupils should:</b></p> <ul style="list-style-type: none"> <li>learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch</li> <li>enjoy communicating, collaborating and competing against each other</li> <li>play competitive games, modified where appropriate</li> <li>develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best</li> <li>learn how to evaluate and recognise their own success</li> </ul>			
	<b>Year F</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

<b>Children will be taught to:</b>	<p>Explore different ways of using a ball. Explore ways to send a ball or other equipment.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Practise skills to make them warmer.</p> <p>Explain why they enjoy playing games and physical activities.</p> <p>Talk about what our bodies do during exercise e.g. breathing</p> <p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p>	<p>Explore different ways of using a ball. Explore ways to send a ball or other equipment.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Practise skills to make them warmer.</p> <p>Explain why they enjoy playing games and physical activities.</p> <p>Talk about what our bodies do during exercise e.g. breathing</p> <p>Participate in team games.</p> <p>Develop simple attacking and defending techniques.</p>	<p>Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner.</p> <p>Use different rules and tactics for invasion games.</p> <p>Make it difficult for opponents.</p> <p>Keep the ball and find best places to score.</p> <p>Watch others accurately.</p> <p>Describe what they see and ask to copy others' ideas, skills and tactics.</p> <p>Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.)</p>	<p>Practise passing to a partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>Use communication skills to help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball.</p> <p>Play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games.</p> <p>Know which passes are best, tactics to keep possession.</p> <p>Find space to receive and support.</p> <p>Know what to think about when team has and hasn't got the ball.</p>	<p>Play 3vs2 and 4vs2 and how to use the space and help each other. Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play.</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and</p>	<p>Show ways to keep ball away from defenders.</p> <p>How to shield the ball. Change speed, direction with ball to get away from defender.</p> <p>Shoot accurately in a variety of ways.</p> <p>Mark an opponent.</p> <p>Watch and evaluate the success of the games they play in.</p> <p>Identify parts of the game that are going well and parts that need improving.</p> <p>Explain how confident they feel in different positions.</p> <p>Suggest what they need to practice to enjoy game more.</p> <p>Change pitch size to make games better</p>	<p>Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully.</p> <p>Understand different ways to attack and defend.</p> <p>Choose right formations and tactics for attack and defence.</p> <p>Know how they support other players in attack and defence.</p> <p>Understand how to get ready for games.</p> <p>Know some ideas for warm up exercises and routines.</p> <p>Know what makes a good warm up.</p> <p>Know what clothing and footwear is best to wear.</p>
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	Pass and receive a ball in different ways with increased control.	Pass and receive a ball in different ways with increased control.	Participate in team games.  Understand and develop tactics for attacking and defending	How to organise themselves differently to play each of the games successfully  Understand patterns of play- if ball is in a certain position where should players be.	what they need to practice.		Know how to check playing area.  Know how playing invasion games helps your fitness and benefits of playing outside of school.
<b>Core Assessment Tasks</b>	Ten Point Hoops, Rolla Ball, Beanbag Throw	Piggy in The Middle, Mini Tennis 1, Kick Rounders Three Touch Ball, Arc Rounders, Run the Loop, Boundary Line, Skittles, Target Baggers		Three Touch Ball, Arc Rounders, Run the Loop, Boundary Line , Skittles, Target Baggers, Mini Tennis 2, Zone Cricket On the Attack, End Zone, Calling the Shots		Long &Thin, Short & Fat, Fives & Threes, Grid Rugby, Runners, What a Racket!, Zone Rounders, Pairs Cricket Calling the Shots, Wide Attack, Pairs Play, On Target, Tag Rugby	

### GYMNASTICS

<b>National Curriculum Statements of Attainment</b>	<b>Pupils should:</b>			<b>Pupils should:</b>			
	<ul style="list-style-type: none"> <li>develop fundamental movement skills: balance, travel, roll and jump</li> <li>become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations</li> </ul>			<ul style="list-style-type: none"> <li>learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement</li> <li>develop flexibility, strength, technique and control and balance</li> <li>enjoy communicating and collaborating with each other</li> <li>develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones</li> </ul>			
<b>Children will be taught to:</b>	<b>Year F</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first</p> <p>Jump: Introduce <b>correct landing</b> position: land on balls of foot, lower heels to floor,</p>	<p>Your sequence should involve two actions showing an understanding of how to use different shapes whilst performing gymnastic actions.</p> <p>Respond to instructions and commands.</p>	<p>Your gymnastic sequence should have: a balance (large body part), a travelling action, a jump and a roll. Choose your best 2 actions and teach them to a partner. Now perform your sequence together</p>	<p>Your sequence should show clear changes of speed. Link 3 different small body part balances with 3 different ways of travelling.</p> <p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement. Link different balances (small body part) moving</p>	<p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p>	<p>Your sequence should demonstrate different ways of working with a partner e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing. Your sequence should show an understanding of what counter balance, counter tension and part weight bearing balances</p>	<p>Work in a group of 4 to 6 people to create a longer, more complex sequence of up to 12 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.</p>



	<p>soft knees. Feet should be together on landing. Explore staying balanced with good core strength to hold body upright when jumping from: <b>2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot.</b> Perform a <b>straight jump</b> in the air with a controlled landing – core strength should keep body upright throughout the take off and landing.</p> <p>Roll:  <b>Pencil roll</b> – from back to front keeping body and limbs in straight shape.  <b>Egg roll</b> – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.  <b>Dish roll</b> – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p>	<p>Move between mats and small apparatus and change the speed of movement.</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balances and combine different ways of travelling.</p> <p>Handle apparatus safely.</p> <p>Recognise how it feels when the body is tense.</p> <p>Discuss how the body changes during exercise.</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape.</p>	<p>Experiment with actions from the 4 different families of actions and create a sequence on their own.</p> <p>Use imagination to find different ways of using apparatus.</p> <p>Form simple sequences of different actions using floor and apparatus.</p> <p>Have a clear start, middle and end.</p> <p>Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation).</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve).</p> <p>Develop balance, agility and co-ordination. of</p>	<p>in and out of positions of stillness from one part of body to another.</p> <p>Use actions on floor and over, across and along apparatus.</p> <p>Vary and apply actions on floor and apparatus.</p> <p>Copy a partner's sequence on floor and apparatus.</p> <p>Perform easy combinations of contrasting actions. Choose combinations that work in their sequences.</p> <p>How they devise sequences.</p>	<p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner.</p> <p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances.</p> <p>Suggest ways to improve the quality of sequence.</p>	<p>are and should contain up to 10 elements</p> <p>Explore range of symmetric and asymmetric actions, shapes and balances.</p> <p>Explore counter balance, counter tension and part weight bearing balances.</p> <p>Control actions and combine them fluently.</p> <p>Be aware of extension, body tension and control.</p> <p>Move from floor to apparatus, change levels and move safely.</p> <p>Combine movements with other in a group (matching and mirroring).</p> <p>Watch a performance and evaluate its success.</p> <p>Identify what was performed well and what needs improving.</p> <p>Choose a focus for improvement.</p> <p>Identify one or two aspects of their</p>	<p>Make up a sequence and adapt it to different apparatus layouts.</p> <p>Use combinations of dynamics (pathways) to use space effectively.</p> <p>Make up own rule for longer, more complex sequences.</p> <p>Plan a sequence and adapt it to limited equipment.</p> <p>Work as a group and share roles fairly.</p> <p>Investigate different ways of working with a partner or small group.</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p> <p>Know how gymnastics promotes strength, power and suppleness.</p> <p>Understand the importance of warming up.</p> <p>Value of exercise outside of school day.</p>
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## St Michael's RC Primary School PE Progression Document



			travelling, stillness, jumping, timing, changing shape, size, direction.			performance to practice and improve.	Devise effective warm up for gymnastics. Set out and do risk assessments on apparatus
<b>Core Assessment Tasks:</b>	Making Shapes	<i>Making Shapes, Unit 1 tasks 1 &amp; 2, Unit 2 tasks 1 &amp; 2</i> Families of Actions, <i>Unit 2 tasks 1 &amp; 2</i> Balancing Act, Partner Work, Unit 3 task 1		Balancing Act, Partner Work, Unit 3 task 1 Unit 4 tasks 1 & 2		Acrobatic Gymnastics, Unit 5 tasks 1 & 2 Group Dynamics, Unit 6 tasks 1 & 2	