

## **PE End of Year Milestones**



	Static balance: one leg	Static balance: floor work	Dynamic balance: on a line	Counter balance: in pairs	Coordination: ball skills	Agility: ball chasing
Nursery	<ul> <li>Stand still for 10</li> <li>seconds with <ul> <li>Minimum wobble</li> <li>Standing foot still</li> <li>Non-standing foot off the floor</li> </ul> </li> </ul>	<ol> <li>Hold mini-front support position with</li> <li>Reach round and point to ceiling with either hand in mini-front support with</li> <li>Balance maintained throughout.</li> <li>Correct position held.</li> <li>Control when changing balance/position.</li> </ol>	<ol> <li>Walk forwards with fluidity and minimum wobble with</li> <li>Walk backwards with fluidity and minimum wobble with</li> <li>Smooth movements</li> <li>Balance maintained on the line</li> <li>Opposite arm and leg moving forwards</li> </ol>	<ol> <li>Sit holding hands with toes touching, lean in together then apart with</li> <li>Sit holding 1 hand with toes touching, lean in together then apart with</li> <li>Sit holding hands with toes touching and rock forwards, backwards and side- to- side with</li> <li>Balance maintained throughout.</li> </ol>	<ol> <li>Sit and roll a ball along the floor around body using 2 hands with</li> <li>Sit and roll a call along the floor around body using 1 hand (right and left) with</li> <li>Sit and roll a call down legs and around upper body using 2 hands with</li> <li>Stand and roll a ball up and down legs and round upper body using 2 hands with</li> <li>Stand and roll a ball up and down legs and round upper body using 2 hands with</li> <li>Ability to move the</li> </ol>	<ol> <li>Roll a ball, chase and collect in balanced position facing opposite direction with</li> <li>Chase a ball rolled by a partner and collect it in balanced position facing opposite direction with</li> <li>Control when starting and stopping quickly</li> <li>Timing to get in the right position</li> <li>Balance/control when collecting the ball.</li> </ol>

			<ul> <li>Smooth, controlled movements</li> <li>Coordinated movements with partner</li> <li>Smooth movements with ball</li> </ul>
Reception	Stand still for 30 seconds • Complete 5 mini- squats with • Minimum wobble(control) • Standing foot still Non-standing foot off the floor.	<ol> <li>Place cone on back and take it off with other hand in mini- front support with</li> <li>Hold mini-back support position with</li> <li>Hold mini-back support position with</li> <li>Hold mini-back support position with</li> <li>Place cone on tummy and take it off with other hand in mini- back support with</li> <li>Balance maintained throughout.</li> <li>Correct position held by keeping back straight.</li> <li>Control when changing balance/position.</li> <li>Walk fluidly, lifting knees to 90 degrees with</li> <li>Walk fluidly, lifting heels to bottom with</li> <li>Walk fluidly, lifting heels to bottom with</li> <li>Walk fluidly, lifting heels to bottom with</li> <li>Smooth controlled movements and minimum wobble.</li> <li>Balance maintained throughout.</li> <li>Correct position.</li> </ol>	1.Hold on and, with a long base, lean back, hold using 1 hand together with1.Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced with2.Hold on balance and then with1.Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with2.Hold on with 1 hand and, with a long base, lean back, hold2.Stand and round upper body using 1 hand with2.Start in seated/lying position facing opposite direction with2.Hold on with 1 hand and, with a long base, lean back, holdegs and hand with2.Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in a balanced balance•Balance move back together with•Control of the ball movements•Control of together with he ball•Balance throughout•Smooth movements•Control when starting and stopping quickly•Smooth, controlled movements•Timing and movement to

				<ul> <li>Coordinated movements with partner.</li> </ul>	get in the right position Balance/control when collecting the ball
Year 1	On both legs: 1. Stand still for 30 seconds with eyes closed with • Minimum wobble (control) • Smooth, controlled movements • Non-standing foot off the floor	<ol> <li>Hold full support position with</li> <li>Balance maintained throughout.</li> <li>Correct position held by keeping back straight.</li> <li>Control when changing balance/control.</li> </ol>	<ol> <li>March, lifting knees and elbows to 90 degrees angle with</li> <li>Smooth, controlled movements and minimum wobble.</li> <li>Balance maintained on the line.</li> <li>Opposite arm and leg moving forwards smoothly.</li> </ol>	<ol> <li>Hold on and, with a short base, lean back, hold balance and then move back together with</li> <li>Balance maintained throughout</li> <li>Smooth, controlled movements</li> <li>Coordinated and controlled movements with partner.</li> <li>Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with</li> <li>Control of the ball maintained</li> <li>Ability to complete challenges in both directions consistently and smoothly.</li> <li>Smooth movements with partner.</li> </ol>	<ol> <li>Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with</li> <li>Control when starting and stopping quickly</li> <li>Timing and movement to get in the right position</li> <li>Balance/control when collecting the ball</li> </ol>
Year 2	On both legs: 1. Stand still for 30 seconds with eyes closed with 2. Complete 5 squats with	<ol> <li>Hold full support position with</li> <li>Lift 1 arm and point to</li> </ol>	<ol> <li>March, lifting knees and elbows to 90 degrees angle</li> </ol>	1.Hold on and, with a short base, lean back, hold1.Stand with legs apart and move a balance	1. Chase a large rolled ball, let it roll through legs and then collect
	3. Complete 5 ankle extensions with	the ceiling with either hand in front	with 2. Walk fluidly with heel to	and then around 1 move back leg 16 times	it in balanced position

	Minimum	support		tow landing		together		(right		facing the
	wobble (control)	with		with		with		and left		opposite
	<ul> <li>Smooth, controlled</li> </ul>	3. Transfer	3.	Walk	2.	Hold on		leg)		direction
	movements	cone on and	0.	fluidly,		with one		with		with
	Non-standing foot off	off back in		lifting knees		hand and,	2.	Move a	2.	Chase a
	the floor	front support		and using		with a		ball		large
		with		heel to toe		short base,		round		bouncing
		Balance		landing		lean back,		waist 17		ball, let it
		maintained throughout.		with		hold		times		roll through
		Correct position	• 9	Smooth,		balance		with		legs and
		held by keeping back	controlle	ed movements		and then	3.	Stand		then collect
		straight.	and mini	mum wobble.		move back		with legs		it in
		Control when	• [	Balance		together		apart		balanced
		changing	maintain	ed on the line.		with		and		position
		balance/control.	• (	Opposite arm	3.	Perform		move a		facing the
			and leg r	noving		above		ball		opposite
			forwards	s smoothly.		challenges		around		direction
						with eyes		alternate		with
						closed		legs 16	3.	Complete
						with		times		above
								with		challenges
					•	Balance		Control of		with tennis
						ned throughout		naintained		balls with
						Smooth,		bility to		ontrol when
						ed movements	•	e challenges	-	nd stopping
						Coordinated	in both d		quickly	
					and con		consister	•		iming and
						ents with	smoothly			nt to get in the
					partner		-	mooth	right posi	
								nts with the		alance/control
	On heth lesse	1 <b>T</b> urnefentennis	1	) A / - II -	1	Chandlen 1 las	ball.			ecting the ball
	On both legs: 1. Stand still on	<ol> <li>Transfer tennis ball on and off</li> </ol>	1.	Walk	1.	Stand on 1 leg holding with 1	in 20 sec	onds or less:		oll and chase
		back in a front		fluidly,		0	1 0	tand with		rge ball,
N	uneven surface for	support with		forwards and		hand, lean back, hold		egs apart		opping it with nee sideways
Year 3	30 seconds			backwards,		balance and		ind move		nto ball (long
	with	<ul> <li>Good posture, straight back.</li> </ul>		lifting heel		then move		all in figure		arrier
	vv1(11	Straight Dack.		to bottom,				of 4 around		osition) facing
									p p	

	<ul> <li>2. Stand still on uneven surface for 30 seconds with eyes closed with</li> <li>Stability;</li> <li>Smooth, controlled movements</li> <li>Consistent performance</li> </ul>	<ul> <li>Balance held without strain</li> <li>Control while transferring objects.</li> </ul>	<ul> <li>knees up and heel to toe landing with</li> <li>Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with</li> <li>Balance maintained on the line</li> <li>Opposite arm and leg driving forwards.</li> <li>Fluidity and minimum wobble</li> </ul>	<ul> <li>back together with</li> <li>Balance maintained throughout</li> <li>Smooth, controlled movements</li> <li>Coordinated movements with partner</li> </ul>	<ul> <li>both legs 12 times with</li> <li>2. Move ball around waist into figure of 8 around both legs 10 times with</li> <li>Smooth movements with the ball</li> <li>Ability to complete challenges in both directions consistently and smoothly</li> <li>Fluidity when changing hands</li> </ul>	opposite direction with • Ability to turn over either shoulder • Timing to get in the right position • Balance/control when collecting the ball
Year 4	On both legs: 1. Stand still on uneven surface for 30 seconds with 2. Stand still on uneven surface for 30 seconds with eyes closed with 3. complete 10 squats into ankle extensions with 4. complete 5 squats with eyes closed with • Stability;	<ol> <li>Transfer tennis bal on and of back in a front support with</li> <li>Transfer cone on a off tunny back support with</li> <li>Transfer tunny</li> </ol>	1.Walk fluidly,forwards andbackwards, lifting heelto bottom, knees upand heel to toe landingwith2.Lunge walkforwards (heel tobottom, knees up,inextend leg, sink hips,heel to toe landing)with3. Lunge walk forwards,bringing opposite	<ol> <li>Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with</li> <li>Stand on1 leg while holding onto partners</li> </ol>	In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 4 around both legs 12 times with 2. Move ball around waist into figure of 8 around both legs 10 times with 3. Move ball around waist and then	<ol> <li>Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with</li> </ol>

	• Smooth,	on and off	elbow up to 90-degree	opposite	alternate legs 12	2. Perform
	controlled	tummy in	angle with	foot with	times with	above
	movements	back	4. complete all red	Balance	4. Stand with legs	challenges
	Consistent	support	challenges with eyes	maintained throughout	apart and perform 24	with tennis
	performance	with	closed with	• Smooth,	criss-crosses with	ball with
		Good posture,		controlled movements	and then without a	3. Roll and
		straight back.	Balance	Coordinated	bounce with	chase large
		Balance held	maintained on the line	movements with	Smooth	ball,
		without strain.	Opposite arm	partner	movements with the	stopping it
		Control while	and leg driving		ball	with head
		transferring objects.	forwards.		Ability to	in front
			Fluidity and		complete challenges	position
			, minimum wobble		in both directions	facing
					consistently and	opposite
					smoothly	position
					Fluidity	with
					when changing	Ability to turn
					hands	over either shoulder
						• Timing to get in
						the right position
						Balance/control
						when collecting the ball
	On both legs:	1. Hold front	1. Sidestep in	1. Complete	In 20 seconds or less:	1. Stand facing
	1. Complete 5	support	both	all blue	1. Stand with	partner, who
	ankle	position	directions	challenges	legs apart	feeds ball over
	extensions	with only 1	with	with eyes	and	head, then turn
	with eyes	foot in	2. Stand	closed	complete 20	and catch it
	closed with	contact with	sideways	with	front to back	after 1 bounce
	2. Complete 10	floor and	and	2. Step onto	catches with	with
Year 5	squats into	transfer	complete	bench	a bounce in-	2. Stand facing
. cui o	ankle	cone on and	continuous	facing	between	away from
	extensions	off back	180 degree	partner,	with	partner, who
	with eyes	with	reverse	hold with	2. Perform	feeds ball
	closed with	2. Rotate	pivots	both hands	above 30	overhead, react
	3. Complete	fluently	with	with feet	times	and catch it
	above 2	from front	3. Move	side by	without ball	after 1 bounce
	challenges	support to	sideways,	side, lean	bouncing in	with
		back	stepping	back, hold		

	<ul> <li>with eyes open with</li> <li>4. Complete first 2 challenges on uneven surface with eyes closed with</li> <li>Stability.</li> <li>Smooth, controlled movements</li> <li>Consistent performance.</li> </ul>	support, and then continue rotating with fluency with Good posture (straight back) Balance held without strain. Control while rotating.	<ul> <li>across body (lateral step-over) with</li> <li>Perform 'grapevines' (step-over, sidestep, step- behind, repeat) with</li> <li>Complete blue challenges then above with eyes closed with</li> <li>Balance maintained on the line</li> <li>Opposite arm and leg driving forward</li> <li>Fluidity and minimum wobble</li> </ul>	<ul> <li>and then move back together with</li> <li>Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with</li> <li>Balance maintained throughout</li> <li>Smooth, controlled movements</li> <li>Coordinated movements</li> </ul>	<ul> <li>between with</li> <li>Complete above tasks with head up throughout with</li> <li>Complete 11 overhead throw and catches with</li> <li>Smooth movements with the ball</li> <li>Ability to complete challenges in both directions consistently and smoothly</li> <li>Fluidity when changing hands.</li> </ul>	<ul> <li>Ability to turnover either shoulder and catch the ball</li> <li>Timing to get in the right position</li> <li>Balance/control when collecting the ball</li> </ul>
Year 6	On both legs: 1. Place cones at 12, 3, 6 and 9 O'clock on imaginary clock face and pick them up with the same hand with	<ol> <li>Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with</li> <li>Hold front support position</li> </ol>	<ol> <li>Lunge walk backwards.</li> <li>Lunge walk backwards with opposite elbow at 90 degrees with</li> </ol>	<ol> <li>Stand on a line facing partner, hold with both hands, lean back and then swap places whilst</li> </ol>	In 20 seconds or less: 1. Complete 12 long circles (forwards and then backwards) with 2. Complete 20 over the	<ol> <li>Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce with</li> </ol>

2.	Perform	with only 1 foot	3.	Lunge walk		maintaining		opposite	2.	Perform above
	above	in contact with		along		counter		shoulder and		challenge but
	challenge	floor and		curved		balance		catches with		catch ball on
	with	transfer tennis		pathway,		position		the same		instep of foot
3.	Stand on	ball on and off		forwards		with		hand 20		and lower it to
	uneven	back with eyes		then	2.	Stand on a		times (with		the ground
	surface and	closed with		backwards,		low beam		either hand,		with
	pace cones at	<ul> <li>Good posture</li> </ul>		with		facing		in both	•	Ability to turn
	12, 3, 6 and 9	maintained		opposite		partner,		directions)		over either
	O'clock on	Balance held		elbow at 90		hold with		with		shoulder and
	imaginary	without strain		degrees		both hands	•	Smooth		catch the ball
	clock face	Control while		with		then swap		movements		between the
	and pick	transferring	4.	Perform		places		with the ball		knees
	them up with	objects with eyes		above		whilst	•	Ability to	•	Timing to get I
	the same	closed.		challenges		maintaining		complete		the right
	hand with			with eyes		counter		challenges in		position
•	Stability.			closed		balance		both	•	Balance/control
•	Smooth,			with		position		directions		when collecting
	controlled		•	Balance		with		consistently		the ball.
	movements.			maintained on	•	Balance		and		
•	Consistent			the line		maintained		smoothly		
	performance.		٠	Opposite arm		throughout.	•	Fluidity		
				and leg driving	•	Smooth,		when		
				forwards		controlled		changing		
			٠	Fluidity and		movements		hands.		
				minimum	•	Coordinated				
				wobble		movements				

## Continuation of PE end of year milestones

Static balance: seated	Static balance: stance	Dynamic balance: jumping and landing	Coordination: sending and receiving	Coordination: footwork	Agility: action and response
<ul> <li>In a seated position:         <ol> <li>Balance with both hands/ feet down with</li> <li>Balance with 1 hand/2 feet down with</li> <li>Balance with 2 hands/1 foot down with</li> <li>Balance with 1 hand/1 foot down with</li> </ol> </li> <li>Balance with 1 hand or 1 foot down with</li> <li>Balance with 1 hand or 1 foot down with</li> <li>Balance with 1 hand or 1 foot down with</li> <li>Balance with no hands or feet down with</li> <li>Hands/feet up for 10 seconds</li> <li>Minimum wobble (control)</li> <li>Balance held without strain</li> </ul>	<ul> <li>Both feet facing forwards</li> <li>Feet still</li> <li>Minimum wobble (control)</li> </ul>	<ol> <li>Jump from 2 feet to 2 feet forwards, backwards and side-to- side with</li> <li>Good take off and height</li> <li>Balance and control on landing</li> <li>Soft landings</li> </ol>	<ol> <li>Roll large ball and collect the rebound with</li> <li>Roll small ball and collect the rebound with</li> <li>Throw large ball and catch the rebound with</li> <li>Accuracy when sending</li> <li>Appropriate power/height when sending</li> <li>A good position when receiving</li> </ol>	<ol> <li>Side step in both directions with</li> <li>Gallop, leading with either foot with</li> <li>Hop on either foot with</li> <li>Skip with</li> <li>Good control</li> <li>Good balance</li> <li>Smooth movements</li> </ol>	<ul> <li>From 1 metre:</li> <li>1. React and catch tennis ball dropped from shoulder height after 1 bounce with</li> <li>Quick rection</li> <li>Quick controlled movement</li> <li>Control when slowing down after catch</li> </ul>

	In a seated position:	1. Stand on a	1. Jump from 2	1. Throw tennis	1. Combine	From 1 and 2 metres:
	1. Pick up a cone	low beam	feet to 2 feet	ball, catch	side-steps	
	from one side,	with good	with quarter	rebound with	with 180-	1. React and
	swap hands	stance for 10	turn in both	same hand	degree front	catch
	and place it	seconds	directions	after 1 bounce	pivots off	tennis
	on the other	with	with	with	either foot	ball
	side with	Both feet	2. Stand on a	2. Throw tennis	with	dropped
	2. Return the	facing	line and jump	ball, catch	2. Combine	from
	cone to the	forwards	from 2 feet	rebound with	side-steps	shoulder
	opposite side	Feet still	to 1 foot and	same hand	with 180-	height
	with	<ul> <li>Minimum</li> </ul>	freeze on	with	degree	after 1
	Feet and	wobble	landing (on	3. Throw tennis	reverse	bounce,
	hands off the	(control)	either foot)	ball, catch	pivots off	balancing
	floor	(control)	, with	rebound with	either foot	on 1 leg
	throughout		Good take off	other hand	with	with
	Minimum		and height	after 1 bounce	3. Skip with	Quick
	wobble		Balance and	with	knee and	rection
	Balance held		control on	4. Throw tennis	opposite	Quick
Reception	without strain		landing	ball, catch	elbow at 90-	controlled
			<ul> <li>Soft landings</li> </ul>	rebound with	degree angle	movement
				other hand	with	•
				without bounce	4. Hopscotch	Contr
				with	forwards and	ol when
				5. Strike large,	backwards,	slowing down
				soft ball along	hopping on	after catch
				ground with	the same leg	
				hand 5 times in	(right and	
				a rally with	left) with	
				<ul> <li>Accuracy when</li> </ul>	<ul> <li>Balance and</li> </ul>	
				sending	control	
				<ul> <li>Appropriate</li> </ul>	throughout	
				power/weight	• Fluent,	
				when sending	smooth	
				<ul> <li>A good position</li> </ul>	movements	
				when receiving	<ul> <li>Movements</li> </ul>	
				-	performed in	
					both	

					directions/on both sides	
Year 1	<ul> <li>In a seated position:</li> <li>1. Pick up a cone from one side and place it on the other side with same hand with</li> <li>Feet and hands off floor throughout</li> <li>Minimum wobble</li> <li>Balance held without strain</li> </ul>	On a line/low beam: 1. Receive a small force from various angles with 2. Raise alternate feet 5 times with • Both feet facing forwards • Balance maintained throughout • Minimum wobble (control)	<ol> <li>Jump from 2 feet to 2 feet with 180 degrees turn in either direction with</li> <li>Good take off and height</li> <li>Balance and control on landing</li> <li>Soft landings</li> </ol>	<ol> <li>Strike a call with alternate hands in a rally with</li> <li>Accuracy and weight when sending</li> <li>A good position when receiving</li> <li>Fluency/rhythm throughout</li> </ol>	<ol> <li>Hopscotch forwards and backwards, alternating hopping leg each time with</li> <li>Balance and control throughout</li> <li>Fluent and smooth movements</li> <li>Movements performed in both directions/on both sides</li> </ol>	<ul> <li>From 1 and 2 metres:</li> <li>1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with</li> <li>Quick rection</li> <li>Quick rection</li> <li>Quick controlled movement</li> <li>Control when slowing down after catch</li> </ul>
Year 2	In a seated position: 1. Pick up a cone from one side and place it on the other side with same hand with 2. Return it to the opposite	On a line/low beam: 1. Receive a small force from various angles with 2. Raise alternate feet 5 times with 3. Raise alternate knees 5 times with Catch ball at chest height and throw it back with	<ol> <li>Jump from 2 feet to 2 feet with</li> <li>180 degrees turn in either direction with</li> <li>Complete a tucked jump</li> <li>Complete a tucked jump with 180 degrees turn in either direction with</li> <li>Good take off and height</li> </ol>	<ol> <li>Strike a call with alternate hands in a rally with</li> <li>Kick a ball with the same foot with</li> <li>Kick a call with alternate feet. Roll 2</li> </ol>	<ol> <li>Hopscotch forwards and backwards, alternating hopping leg each time with</li> <li>Move in a 3- step zigzag pattern forwards with</li> <li>Move in a 3- step zigzag pattern backwards with</li> <li>Balance and control throughout</li> </ol>	<ul> <li>From 1, 2 and 3 metres:</li> <li>1. React and catch tennis ball dropped from shoulder height after</li> <li>1 bounce, balancing on 1 leg with</li> <li>Quick rection</li> <li>Quick controlled movement</li> </ul>

	side using	Both feet	Balance and	balls	Fluent and	Control when
	the other	facing forwards	control on landing	alternately	smooth movements	slowing down after
	hand	Balance	Soft landings	using both	Movements	catch
	with	maintained	• Soft landings	hands,	performed in both	cateri
	3. Sit on a	throughout		sending 1	directions/on both	
	dish shape	Minimum		as the	sides	
	and hold	wobble (control)		other is	sides	
	it for 5					
	seconds			returning with		
	with					
	Feet and			<ul> <li>Accuracy and weight when sending</li> </ul>		
	hands off floor			A good position		
	throughout			when receiving		
	Minimum			• Fluency/rhythm		
	wobble					
	Balance held			throughout		
	without strain					
	In a seated position:	On a line//low beam:	1. Jump 2 feet	1. Alternately	1. Combine 3-	From 1 metre:
	1. Reach and	1. Raise	to 2 feet	throw and	step zigzag	1.React and step
	pick up cone	alternate	forwards,	catch 2 tennis	patterns with	across body, bring
	an arms	knees to	backwards	balls against a	cross-over	hand across body and
	distance	opposite	and side-to-	wall with	(swerve)	catch tennis ball after
	away, swap	elbow 5	side with	<ul> <li>Accuracy and</li> </ul>	when	1 bounce with
	hands and	times with	2. Hop forward	weight of	changing lead	Quick
	place it on the	2. Catch large	and	throws	leg with	reaction and
	other side	ball thrown	backwards,	<ul> <li>Fluency/rhythm</li> </ul>	<ul> <li>Smooth,</li> </ul>	good
	(both	at knee	freezing on	throughout	controlled	acceleration
Year 3	directions)	height and	landing		movements	<ul> <li>Quick,</li> </ul>
Teal S	with	above head	with	<ul> <li>A good position</li> </ul>		controlled
	Feet and	with	Good take off	when receiving	<ul> <li>Fluency and</li> </ul>	
	hands off the	Balance	and height		rhythm	movement
	floor	maintained	<ul> <li>Balance and</li> </ul>		<ul> <li>Movements</li> </ul>	Balance and
	throughout	throughout			performed in	control after
	•	•	control on		both	catch.
	<ul> <li>Minimum wobble</li> </ul>	<ul> <li>Minimum wobble</li> </ul>	landing		directions/on	
		(control)	<ul> <li>Soft and</li> <li>controlled</li> </ul>		both sides	
	Balance held		controlled			
	without strain	Good posture     (bood	landings			
		(head				

		up/back straight)				
Year 4	In a seated position: 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with 3. Hold a V- shape with	On a line//low beam: 1. Raise alternate knees to opposite elbow 5 times with 2. Catch large ball thrown at knee height and above head with 3. Catch large ball thrown away from body with Catch small ball thrown close to and away from body with • Balance maintained throughout • Minimum wobble (control) • Good posture (head up/back straight)	<ol> <li>Jump 2 feet to 2 feet forwards, backwards and side- to-side with</li> <li>Hop forward and backwards, freezing on landing with</li> <li>Jump 1 foot to other forwards and backwards freezing on landing with</li> <li>Hop sideways, raising knee and freeze on landing with</li> <li>Jump 1 foot to other sideways, raising knee and freeze on landing with</li> <li>Good take off and height</li> <li>Balance and control on landing</li> <li>Soft and controlled landings</li> </ol>	<ol> <li>Alternately throw and catch 2 tennis balls against a wall with</li> <li>Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with</li> <li>Throw 2 tennis balls against a wall and catch them with</li> <li>Throw 2 tennis balls against a wall in a circuit in both directions with</li> <li>Accuracy and weight of throws</li> <li>Fluency/rhythm throughout</li> <li>A good position when receiving</li> </ol>	<ol> <li>Combine 3- step zigzag patterns with cross-over (swerve) when changing lead leg with</li> <li>Move in 3- step zigzag pattern, with knee raise across body just before changing lead leg and direction with</li> <li>Move in 3- step zigzag pattern, lifting foot up behind just before changing lead leg and direction with</li> <li>Smooth, controlled movements</li> <li>Fluency and rhythm</li> <li>Movements performed in both directions/on both sides</li> </ol>	From 1, 2 and 3 metres: 1.React and step across body, bring hand across body and catch tennis ball after 1 bounce with • Quick reaction and good acceleration • Quick, controlled movement • Balance and control after catch.

hands of through • wobble	Minimum Balance held							
1. 2. Year 5	ted position: Reach and pick up cones from in front, to the side and from behind with Reach and pick up cones from in front, to the side and from behind with eyes closed with Reach and pick up cones from in front, to the side and from behind while a partner applies force with	1.	e/low beam: Throw and catch 2 small balls alternately, using both hands, both close to and away from the body with Strike small ball back to a partner with a racket with Strike a small ball back to a partner from across body with a racket with Balance maintained throughout	<ul> <li>1.Jump 2 feet to 2 feet with 180 degree turn in the middle (both directions) with.</li> <li>2. Jump from 2 feet to 2 feet with a tuck and a 180 degree turn (both directions) with</li> <li>3. stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with</li> <li>Good take off and height</li> <li>Balance ad control on landing</li> <li>Soft and controlled landings</li> </ul>	1. 2. •	With a partner, simultaneously pass large ball along floor with feet and throw tennis ball for 10 continuous passes with With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds with Movement and timing to get in a good position Accuracy and weight of throws Fluency/rhythm throughout	<ol> <li>Move in 3-step zigzag pattern while alternating knee raise and foot behind with</li> <li>Move backwards in 3-step zigzag pattern with cross-over (swerve) with</li> <li>Move backwards in 3-step zigzag pattern with knee raise across body with</li> <li>Smooth, controlled movements</li> <li>Fluency and rhythm</li> <li>Movements performed in both directions/on both sides</li> </ol>	From 1, 2 and 3 metres: 1.React and step across body, bring hand across body and catch tennis ball after 1 bounce with 2. Perform above challenge but react to sound of the bounce rather than call with • Quick reaction and good acceleration • Quick, controlled movement • Balance and control after catch.

	<ul> <li>4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with</li> <li>Feet and hands off the floor throughout</li> <li>Minimum wobble</li> <li>Balance held without strain</li> </ul>	<ul> <li>Minimum wobble (maintaining control of body)</li> <li>Good posture (head up/back straight)</li> </ul>				
Year 6	<ul> <li>In a seated position:</li> <li>1. Reach and pick up cones on the floor whilst on a bench, without losing balance with</li> <li>2. Turn 360 degrees in either direction, first on the floor then on a bench with</li> <li>3. Balance on an uneven surface, e.g. wobble</li> </ul>	On a line/low beam: 1. Throw and catch small ball, catching across body with either hand with 2. Throw and catch 2 balls alternately, catching across body with either hand with 3. Volley large ball back to a partner with either foot with	<ol> <li>Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with</li> <li>Jump from vertical stance backwards into lunge position while holding medicine ball off centre</li> </ol>	<ol> <li>Working with a partner simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously with</li> <li>Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously with</li> </ol>	<ol> <li>Move backwards in</li> <li>Step zigzag pattern with foot behind with</li> <li>Move backwards in</li> <li>Step zigzag pattern with alternating knee lift and foot behind with         <ul> <li>Smooth,</li></ul></li></ol>	<ul> <li>From 1, 2 and 3 metres: <ol> <li>1. 1.React and step across body, bring hand across body and catch tennis ball after 1 bounce with</li> </ol> </li> <li>2. Perform above challenge but react to sound of the bounce rather than call with</li> </ul>

## RealPE Gym

	Shape	Balance	Travel	Flight	Rotation
	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:
Nursery	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner	Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork	Dynamic Balance: Jumping and Landing Coordination: Footwork	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line
	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:
Reception	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: With a Partner	Dynamic Balance: On a Line Dynamic Balance: Jumping and Landing Coordination: Footwork	Dynamic Balance: Jumping and Landing Coordination: Footwork	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Dynamic Balance: On a Line
Year 1	<ul> <li>Perform</li> <li>(Consolidated) Tricky</li> <li>Shape skills on the floor</li> <li>(1/2/3).</li> <li>Perform</li> <li>(Consolidated) Trickier</li> <li>Shape skills combined</li> <li>with one of the</li> <li>following: - Hand</li> <li>Apparatus (4)- Low</li> <li>Apparatus (5)- Partner/s</li> <li>(6)- Large Apparatus (7)</li> <li>Perform</li> <li>(Consolidated) Tricky</li> <li>Shape skills (1/2/3)</li> </ul>	<ul> <li>Perform</li> <li>(Consolidated) Tricky</li> <li>balance skills on the floor</li> <li>(1/2/3).</li> <li>Perform</li> <li>(Consolidated) Trickier</li> <li>balance skills combined</li> <li>with one of the</li> <li>following: - Hand</li> <li>Apparatus (4)- Low</li> <li>Apparatus (5)- Partner/s</li> <li>(6)- Large Apparatus (7)</li> <li>Perform</li> <li>(Consolidated) Tricky</li> <li>Shape skills (1/2/3)</li> </ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>

	combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7) Explore Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7) • Explore Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7) I Explore Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7) I Explore Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7) I Explore Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)
Year 2	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>balance skills on the floor</li></ul></li></ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>	<ul> <li>Perform         <ul> <li>Perform</li> <li>Consolidated) Tricky</li> <li>Shape skills on the floor</li></ul></li></ul>

	<ul> <li>Explore Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> </ul>	(1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	(1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)
Year 3	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickier balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier balance skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) balance Shape skills (1/2/3) combined with one of the following:- Hand</li> </ul>	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)-</li> </ul>

	Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)	Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)
Year 4	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickier balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier balance skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky balance skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickierflight skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)-</li> </ul>	<ul> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> <li>Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:- Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)-</li> </ul>

	Large Apparatus	Large Apparatus	Large Apparatus	Large Apparatus	Large Apparatus
	(7)	(7)	(7)	(7)	(7)
Year 5	<ul> <li>Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> </ul>	<ul> <li>Perform (Consolidated) Trickiest Balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Balance skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Balance skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7</li> </ul>	<ul> <li>Perform (Consolidated) Trickiest Travel skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Travel skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Travel skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Travel skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> </ul>	<ul> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickiest Flight</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Flight</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Flight</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Tricky Flight skills                 on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Flight                 skills                 on the floor                  <ul> <li>(1/2/3).</li> </ul> <li>Perform                 <ul> <li>(Consolidated)</li> <li>Trickier Flight                     skills                     combined                      vith one of the                     following: - Hand                     Apparatus                     (5)- Partner/s (6)-                     Large Apparatus                          (7)</li></ul></li></li></ul></li></ul>	<ul> <li>Perform (Consolidated) Trickiest Rotation skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Rotation skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Rotation skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> </ul>

<ul> <li>Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> </ul>	<ul> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickiest Balance</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Balance</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Balance</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Tricky Balance</li> <li>skills on the floor                 (1/2/3).</li> <li>Perform                 (Consolidated)</li> <li>Trickier Balance</li> <li>skills combined</li> <li>with one of the following: - Hand</li> <li>Apparatus (4)-</li> <li>Low Apparatus</li> <li>(5)- Partner/s (6)-</li> <li>Large Apparatus</li> <li>(7</li> </ul> </li> </ul>	<ul> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickiest Travel skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform             (Consolidated)             Trickier Travel skills on the floor                 (1/2/3).</li> <li>Perform             (Consolidated)             Tricky Travel skills             on the floor                 (1/2/3).</li> <li>Perform             (Consolidated)             Tricky Travel skills             on the floor                 (1/2/3).             Perform             (Consolidated)             Trickier Travel             skills             on the floor                 (1/2/3).             Perform                 (Consolidated)             Trickier Travel             skills             combined             with one of the             following: - Hand             Apparatus                 (5)- Partner/s                  (5)-             Large Apparatus                  (7)</li> </ul>	<ul> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickiest Flight</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Flight</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Trickier Flight</li> <li>skills on the floor                 (1/2/3).</li> </ul> </li> <li>Perform         <ul> <li>(Consolidated)</li> <li>Tricky Flight skills                 on the floor                 (1/2/3).</li> <li>Perform                 (Consolidated)</li> <li>Trickier Flight                 skills                 on the floor                 (1/2/3).</li> <li>Perform                 (Consolidated)</li> <li>Trickier Flight                     skills                     combined                     with one of                     the</li></ul></li></ul>	<ul> <li>Perform (Consolidated) Trickiest Rotation skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Trickier Rotation skills on the floor (1/2/3).</li> <li>Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3). Perform (Consolidated) Trickier Rotation skills combined with one of the following: - Hand Apparatus (4)- Low Apparatus (5)- Partner/s (6)- Large Apparatus (7)</li> </ul>
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Year

## **REAL Dance**

	Shape	skills	partnering	Artistry
	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:
Nursery	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Dynamic Balance: Jumping and Landing Coordination: Footwork	Counterbalance with a Partner Dynamic Balance: Jumping and Landing Coordination: Footwork	Static Balance: One Leg Dynamic Balance: Jumping and Landing Coordination: Footwork
	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:	Fundamental movement skill links:
Reception	Static Balance: One Leg Static Balance: Seated Static Balance: Floor Work Static Balance: Stance	Dynamic Balance: Jumping and Landing Coordination: Footwork	Counterbalance with a Partner Dynamic Balance: Jumping and Landing Coordination: Footwork	Static Balance: One Leg Dynamic Balance: Jumping and Landing Coordination: Footwork
Year 1	I can: • Create multiple standing and floor shapes- balanced on both feet with limbs in different planes with 3 points of contact. - facing down. I Travel between shapes including jumping.	I can: • Create movements led by large horizontal single arm circles and semi-circles leading into- stepping turning. I Jump from a static position, arms up and down.	<ul> <li>Partnering         <ul> <li>(Shapes) I can:</li> <li>Create standing and floor</li> <li>partnering in</li> <li>contrast to my</li> <li>partner's- with</li> <li>our body parts</li> <li>crossing over. I</li> <li>Travel between</li> <li>shapes in</li> <li>unison.</li> </ul> </li> <li>Partnering         <ul> <li>(Circles) I can:</li> <li>Turn forwards</li> <li>and backwards</li> <li>through</li> </ul> </li> </ul>	Artistry (Abstraction) I can: Create 2 ways of moving linked to the silk- using both hands at the same time connected to standing shapes. Artistry (Musicality) I can: Create shapes and movements to express how the music makes me feel- following 1 instrument

			horizontal large	following a story
			arm circle- and	with movement.
			finish away in	Artistry (Making)
			unison in canon.	l can:
			Create, in unison,	Create a
			jumps with	
			rotation from a	sequence of 4 moves with some
			static position.	being different
			Partnering (Lifts)*	to my partner's.
			l can:	
			l Create partner	
			balances - with	
			hand on shoulder	
			contact facing	
			my partner. l	
			Create and	
			support jumps-	
			with hand to	
			elbow contact	
			with hands on	
			waist and	
			shoulders in	
			contact facing	
			my partner with	
			2-feet take-off	
			and landing.	
	I can:	l can:	Partnering (Shapes)	Artistry (Abstraction)
	Create multiple	Create	I can:	I can:
	standing and	movemen	ts led  • Create standing	Create 2 ways of
	floor shapes- with	by large	vertical and floor	moving linked to
	torso beginning to	single arm	shapes- opposite	the silk- using 3 or
X a	rotate with 3	circles and		4 limbs and
Year 2	points of contact	circles le	eading with my partner	pausing
	with the floor	into- stepp		throughout my
	facing down and	body	but without	movement
	up. l Travel	movemen		fluently and
	between shapes	turning j	_	without stopping.
	between shapes		jumping when	without stopping.
	l	1	Jumping when	

including jumping	with 180° and	travelling	Artistry
with rotation.	360° rotations.	between shapes -	(Musicality)I can:
		in canon.	Create shapes,
		Partnering	circles and silk
		(Circles) I can:	movements to-
		Create movement	express the
		and turn	music change
		forwards and	my moves so they
		backwards	match different
		through	music. Artistry
		horizontal and	(Making) I can:
		vertical large arm	• I Create a
		circle and semi-	sequence of 5
		circle- in unison	static and
		finishing in	dynamic moves-
		partner shapes. I	in contrast to my
		Create jumps	partner's using
		from foot	different partner
		circles- jumping in	shapes at
		unison.	different levels
		Partnering (Lifts)	with different
		l can:	timings.
		Create partner	
		balances leaning	
		away from each	
		other with hand-	
		to-hand contact.	
		Create and	
		support jumps	
		with hand to	
		elbow contact-	
		facing each	
		other using a 2-	
		foot take-off and	
		landing, with 180°	
		rotation.	

	l can:	I can:	Partnering (Shapes) I can:	Artistry (Abstraction)
	Create multiple	Create exact and	Create standing	can:
	standing and	repeatable	and floor	Create multiple ways of
	floor shapes-	movement led by	shapes- opposite	moving linked to the silk-
	with torso	both single arm	and entwined	pausing my movement to
	rotated with 3	and leg circles	with my partner	create shapes using
	points of contact	and semi- circles	as close as	those shapes as my
	with the floor	leading into-	possible without	starting and finishing
	facing up and	body dropping	touching facing	positions including
	sideways. I Travel	and turning	up, down and	jumps with rotation.
	between shapes	turning with body	sideways	Artistry (Musicality) I can:
	including	tilted jumps	jumping with	• Create shapes,
	stepping into	with 180° and	rotation when	circle and silk
	jumping. l Rotate	360° forward and	moving between	movements- at
	in jumps.	backward	shapes in	different speeds
		rotations (starfish	canon.	to follow the
		and barrel roll	Partnering	music without
		jumps).	(Circles) I can:	stopping making
Year 3			Create	them specific to
			movement led by	stress what the
			horizontal and	music is doing.
			vertical single	Artistry (Making)
			arm circles and	l can:
			semi-circles-	Create a
			followed with	sequence of a
			steps followed	minimum of 5
			with body action.	moves- similar
			- in unison in	and then in
			canon mirroring	contrast to my
			my partner.	partner's with
			Partnering	various starting
			(Lifts)* I can:	and finishing
			Create partner	positions.
			balances with	
			one standing and	
			the other on	
			the floor. I Create	
			and support	

						jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing.		
	I can:		I can:		Partne	ring (Shapes) I can:	Artistry	(Abstraction)
Year 4		Create multiple standing and floor shapes - balanced on 1 foot with arms at different planes with torso rotated and bent with 2 points of contact with the floor facing up and sideways. I Travel between shapes including rotation - on the floor and in the air in different directions.		Create sequences of movement led by combined arm, shoulder, leg and foot circles and/ or semi- circles leading into- turning jumping with good height, speed and various body shapes in the air.	•	Create standing and floor shapes - at different levels without contact with 1 hand contact. I Jump with backward rotation when moving between shapes. <b>Partnering</b> (Circles) I can: Create sequences of movement led by large horizontal and vertical single arm and leg circles and semi- circles - with turns led by arms, foot and knee in unison at different speeds/directions. <b>Partnering (Lifts)</b> I can: Create and support jumps	can: •	Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes. Artistry (Musicality)* I can: Create combination of shapes, circle and silk moves - matching the energy of the music in time to the beat and the rhythm matching 1 instrument playing off the main beat. Artistry (Making) I can: Create a sequence of a minimum of 5

palm to	moves- with
palm/palm to	limbs in different
lower back - with	planes and
360° rotation in	directions. I
the air with 1	Perform both in
foot take-off and	my and my
landing holding	partner's place.
star shape in the	Artistry
air finishing by	(Abstraction) I
leaning against	can: I Create 2
my partner in	ways of moving
canon.	linked to the silk-
	using 3 or 4 limbs
	and pausing
	throughout my
	movement
	fluently and
	without stopping.
	Artistry
	(Musicality I can:
	• Create shapes,
	circles and silk
	movements to-
	express the
	music change
	my moves so
	they match
	different music.
	Artistry (Making)
	I can: I Create a
	sequence of 5
	static and
	dynamic moves-
	in contrast to my
	, partner's using
	different partner
	shapes at
	different levels

				with different timings. Artistry (Abstraction) I can: Create multiple ways of moving linked to the silk- pausing my movement to create shapes using those shapes as my starting and finishing positions including jumps with rotation.
Year 5 (trickiest skills 1)	<ul> <li>Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45° with 2 points of contact using combination of hands, arms and shoulders for</li> </ul>	<ul> <li>Create complex movement led by a combination of circles made with different body parts and in different planes leading into- stepping, body movements and turns jumps</li> </ul>	Partnering (Shapes) 1 can: Create standing and floor shapes in close contact- both balancing on 1 foot cross- bodied with 2 points of contact with the floor. 1 Travel with my partner-	can: • Create multiple ways of moving linked to the silk- where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes fluently without stopping.
	<ul> <li>Travel between shapes including rotation- on the floor (spirals and turns) and in the air in different directions at different speeds.</li> </ul>	with 1 foot take- off and landing, other leg extended jumps with 180° rotation and change of direction in the	incorporating spirals, rotation on the floor, jumping and crossbodied finishing positions. Partnering (Circles) I can:	<ul> <li>Artistry         <ul> <li>(Musicality) I can:</li> <li>Create a                  combination of                  shapes, circle and                  silk moves- both                  matching and in                  contrast to the                  melody or the</li> </ul> </li> </ul>

		ain (landing for sing	Caratana	main song ling
		air (landing facing	Create sequences	main song line
		backwards).	of movement	responding to
			led by	musical phrases.
			combinations of	Artistry (Making)
			circles made	l can:
			with different	Create a
			body parts and	sequence of a
			in different	minimum of 6
			planes - leading	various moves -
			into and out of	with movements
			turning in	made both with
			unison while	arms and legs in
			mirroring.	unison followed
			Partnering (Lifts)	by moves in
			I can:	contrast and
			Create sequences	performed
			of movement,	independently of
			turning and	my partner.
			jumping- leading	
			into and out of	
			partner	
			supports	
			leaning towards	
			and away from	
			my partner in	
			unison in canon.	
			- independently	
			from my partner.	
	l can:	I can:	Partnering (Shapes)	Artistry (Abstraction)
	Create multiple	Create complex	l can:	I can:
	standing and	movement led	Create standing	Create multiple
	floor shapes -	by a combination	and floor shapes	ways of moving
Year 6	balanced on 1	of circles made	in close contact-	linked to the silk-
(trickiest skills 2)	foot with other	with different	both balancing	where the silk
	foot higher than	body parts and in	on 1 foot cross-	moves lead me
	45° with 2 points	different planes	bodied with 2	into jumping, a
	of contact using	leading into-	points of contact	turn and a jump,
	combination of	stepping, body	with the floor. I	floor and floor
	combination of	500ppm6, 500y	with the hoof. I	

hands, arms and shoulders for support. Travel between shapes including rotation- on the floor (spirals and turns) and in the air. - in different directions.- at different speeds.

movements and turns. - jumps with 1 foot takeoff and landing, other leg extended.- jumps with 180° rotation and change of direction in the air (landing facing backwards).

Travel with my partnerincorporating spirals, rotation on the floor, jumping and crossbodied finishing positions. Partnering (Circles) I can: Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning. - in unison. - while mirroring. Partnering (Lifts) I can: Create sequences of movement, turning and jumping-leading into and out of partner supports.leaning towards and away from my partner. - in unison.- in canon. - independently from my partner.

•

shapes.- fluently without stopping. Artistry (Musicality) I can: Create a combination of shapes, circle and silk moves- both matching and in contrast to the melody or the main song line.responding to musical phrases. Artistry (Making) I can: Create a sequence of a minimum of 6 various moves with movements made both with arms and legs. - in

unison followed

independently of

by moves in contrast and

performed

my partner.

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