

Expected in PE

Balancing & Performing

Year 3		Year 4	
Key Skills	Knowledge	Key Skills	Knowledge
<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight & barrel roll. Jumps: develop stepping into shape jumps with control. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting.

<p>Dance:</p> <ul style="list-style-type: none"> • Actions: create actions in response to a stimulus individually and in groups. • Dynamics: use dynamics effectively to express an idea. • Space: use direction to transition between formations. • Relationships: develop an understanding of formations. • Performance: perform short, self-choreographed phrases showing an awareness of timing. 	<p>Dance:</p> <ul style="list-style-type: none"> • Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. • Dynamics: understand that all actions can be performed differently to help to show effect. • Space: understand that I can use space to help my dance to flow. • Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. • Performance: understand that I can use timing techniques such as canon and unison to create effect. • Strategy: know that if I show sensitivity to the music, my performance will look more complete. 	<p>Dance:</p> <ul style="list-style-type: none"> • Actions: respond imaginatively to a range of stimuli related to character and narrative. • Dynamics: change dynamics confidently within a performance to express changes in character. • Space: confidently use changes in level, direction and pathway. • Relationships: use action and reaction to represent an idea. • Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently. 	<p>Dance:</p> <ul style="list-style-type: none"> • Actions: understand that some actions are better suited to a certain character, mood or idea than others. • Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. • Space: understand that space can be used to express a certain character, mood or idea. • Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. • Performance: know that being aware of other performers in my group will help us to move in time. • Strategy: know that I can select from a range of dance techniques to translate my idea.
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Year 5		Year 6	
Key Skills	Knowledge	Key Skills	Knowledge
<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel & straddle roll. Jumps: select a range of jumps to include in sequence work. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and where that momentum comes from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting

<p>Dance:</p> <ul style="list-style-type: none"> • Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. • Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. • Relationships: confidently use formations, canon and unison to express a dance idea. • Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency. 	<p>Dance:</p> <ul style="list-style-type: none"> • Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. • Dynamics: understand that different dance styles utilise selected dynamics to express mood. • Space: understand that space relates to where my body moves both on the floor and in the air. • Relationships: understand that different dance styles utilise selected relationships to express mood. • Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. • Strategy: know that if I use dance principles it will help me to express an atmosphere or mood. 	<p>Dance:</p> <ul style="list-style-type: none"> • Actions: show controlled movements which express emotion and feeling. • Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. • Space and relationships: use a variety of compositional principles when creating my own dances. • Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance. 	<p>Dance:</p> <ul style="list-style-type: none"> • Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. • Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. • Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. • Performance: understand how a leader can ensure our dance group performs together. • Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.
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