**Green Lane Church of England Primary School**

Subject Learning Plan

Year 1 PE

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| Term 1  **Invasion games**  Knowledge based learning objectives | Term 2  ***Gymnastics***  Knowledge based learning objectives | Term 3  ***Athletics***  Knowledge based learning objectives |
| **Health and fitness** | **Health and fitness** | **Jumping** |
| Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. |
| **Striking and hitting a ball** | Acquiring and developing skills in gymnastics | Throwing |
| Use hitting skills in a game. Practise basic striking, sending and receiving. | Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. | Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. |
| ***Throwing and Catching a Ball*** | Rolls | Compete/Perform |
| Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. | Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) | Begin to perform learnt skills with some control. Engage in competitive activities and team games. |
| **Travelling with a ball** | Jumps | Evaluate |
| Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. | Straight jump Tuck jump Jumping jack Half turn jump Cat spring | Watch and describe performances. Begin to say how they could improve. |
| **Passing a ball** | Vault – with spring board or other raised platform e.g. gymnastics table |  |
| Pass the ball to another player in a game. Use kicking skills in a game | Straight jump off springboard |  |
| **Possession** | Handstands, cartwheels and roundoffs. |  |
|  | Bunny hop  Front support wheelbarrow with partner |  |
| **Using space** | Travelling and linking actions |  |
| Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game | Tiptoe, step, jump and hop  Hopscotch  Skipping  Galloping |  |
|  | Shapes and Balances |  |
| **Attacking and defending** | Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes |  |
| Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. | Compete/Perform |  |
| **Tactics and rules** | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control. |  |
| Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. |  |  |
| **Compete/perform** |  |  |
| Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. |  |  |
| **Evaluate** |  |  |
| Watch and describe performances. Begin to say how they could improve. |  |  |

**Green Lane Church of England Primary School**

Subject Learning Plan

Year 2 PE

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| Term 1  **Invasion games**  Knowledge based learning objectives | Term 2  ***Gymnastics***  Knowledge based learning objectives | Term 3  ***Athletics***  Knowledge based learning objectives |
| **Health and fitness** | **Health and fitness** | **Jumping** |
| Can I:  Recognise and describe how the body feels during and after different physical activities.  Explain what I need to stay healthy. | Can I:  Recognise and describe how the body feels during and after different physical activities. Explain what I need to stay healthy | Can I:  Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.  Perform a short jumping sequence.  Jump as high as possible.  Jump as far as possible.  Land safely and with control.  Work with a partner to develop the control of their jumps. |
| **Striking and hitting a ball** | **Acquiring and developing skills in gymnastics** | **Throwing** |
| Can I:  Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball. | Can I:  Copy, explore and remember actions and movements to create my own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care | Can I:  Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights.  Investigate ways to alter my throwing technique to achieve greater distance. |
| ***Throwing and Catching a Ball*** | **Rolls** | **Compete/Perform** |
| Can I:  Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking for forward roll  Crouched forward roll | Perform learnt skills with increasing control. Compete against self and others. |
| **Travelling with a ball** | **Jumps** | **Evaluate** |
| Can I bounce and kick a ball whilst moving?  Use kicking skills in a game. Use dribbling skills in a game. | Can I carry out:  Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  Cat spring to straddle | Can I:  Watch and describe performances and use what I see to improve my own performance. Talk about the differences between my work and that of others. |
| **Passing a ball** | **Vault – with spring board or other raised platform e.g. gymnastics table** |  |
| Do I know how to pass the ball in different ways? | Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard |  |
| **Possession** | **Handstands, cartwheels and roundoffs.** |  |
|  | Bunny hop  Front support wheelbarrow with partner  T-lever  Scissor kick |  |
| **Using space** | **Travelling and linking actions** |  |
| Can I:  Use different ways of travelling at different speeds and following different pathways, directions, or courses.  Change speed and direction whilst running.  Begin to choose and use the best space in a game. | Tiptoe, step, jump and hop  Hopscotch  Skipping  Galloping  Straight jump half-turn |  |
|  | **Shapes and Balances** |  |
| **Attacking and defending** | Standing balances Kneeling balances Large body part balances  Balances on apparatus  Balances with a partner  Pike, tuck, star, straight, straddle shapes  Front and back support |  |
| Can I:  Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them. | **Compete/Perform** |  |
| **Tactics and rules** | Can I:  Perform sequences of my own composition with coordination.  Perform learnt skills with increasing control. |  |
| Do I:  Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully. |  |  |
| **Compete/perform** |  |  |
| Can I:  Perform sequences of my own composition with coordination. Perform learnt skills with increasing control.  Compete against self and others. |  |  |
| **Evaluate** |  |  |
| Can I:  Watch and describe performances and use what I see to improve my own performance.  Talk about the differences between my work and that of others. |  |  |

**Green Lane Church of England Primary School**

Subject Learning Plan

Year 3 PE

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| Term 1  **Invasion games**  Knowledge based learning objectives | Term 2  ***Gymnastics***  Knowledge based learning objectives | Term 3  ***Athletics***  Knowledge based learning objectives |
| **Health and fitness** | **Health and fitness** | **Jumping** |
| Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down. | Can I:  Use one and two feet to take off and to land with.  Develop an effective take-off for the standing long jump.  Develop an effective flight phase for the standing long jump.  Land safely and with control. |
| **Striking and hitting a ball** | **Acquiring and developing skills in gymnastics** | **Throwing** |
| Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. | Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements | Can I:  Throw with greater control and accuracy. Show increasing control in my overarm throw.  Perform a push throw.  Continue to develop techniques to throw for increased distance. |
| ***Throwing and Catching a Ball*** | **Rolls** | **Compete/Perform** |
| Can I throw and catch with greater control and accuracy?  Can I practise the correct technique for catching a ball and use it in a game?  Can I perform a range of catching and gathering skills with control? Can I catch with increasing control and accuracy?  Can I throw a ball in different ways (e.g. high, low, fast or slow)?  Can I develop a safe and effective overarm bowl? | Crouched forward roll Forward roll from standing Tucked backward roll | Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. |
| **Travelling with a ball** | **Jumps** | **Evaluate** |
| Can I move with the ball in a variety of ways with some control?  Can I use two different ways of moving with a ball in a game? | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. |
| **Passing a ball** | Vault – with spring board or other raised platform e.g. gymnastics table |  |
| Pass the ball in two different ways in a game situation with some success. | Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off |  |
| **Possession** | **Handstands, cartwheels and roundoffs.** |  |
| Know how to keep and win back possession of the ball in a team game | Can I:  Complete a handstand  Lunge into handstand Cartwheel |  |
| **Using space** | **Travelling and linking actions** |  |
| Find a useful space and get into it to support teammates. | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Cat leap |  |
|  | **Shapes and Balances** |  |
| **Attacking and defending** | Large and small body part balances, including standing and kneeling balances on apparatus  Matching and contrasting partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support |  |
| Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. | **Compete and perform** |  |
| **Tactics and rules** | Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. |  |
| Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. |  |  |
| **Compete/perform** |  |  |
| Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner |  |  |
| **Evaluate** |  |  |
| Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. |  |  |

**Green Lane Church of England Primary School**

Subject Learning Plan

Year 4 PE

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| Term 1  **Invasion games**  Knowledge based learning objectives | Term 2  ***Gymnastics***  Knowledge based learning objectives | Term 3  ***Athletics***  Knowledge based learning objectives |
| **Health and fitness** | **Health and fitness** | **Jumping** |
| Can I describe how the body reacts at different times and how this affects performance.  Can I explain why exercise is good for my health.  Do I Know some reasons for warming up and cooling down? | Can I describe how my body reacts at different times and how this affects performance?  Can I explain why exercise is good for your health.  Do I know some reasons for warming up and cooling down? | Can I Learn how to combine a hop, step and jump to perform the standing triple jump.  Can I Land safely and with control? Can I Begin to measure the distance jumped? |
| **Striking and hitting a ball** | **Acquiring and developing skills in gymnastics** | **Throwing** |
| Can I:  Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball. | Can I create a sequence of actions that fit a theme?  Can I use an increasing range of actions, directions and levels in my sequences?  Can I move with clarity, fluency and expression?  Can I show changes of direction, speed and level during a performance?  Can I travel in different ways, including using flight?  Can I Improve the placement and alignment of body parts in balances? Can I use equipment to vault in a variety of ways?  Can I carry out balances, recognising the position of my centre of gravity and how this affects the balance? Can I begin to develop good technique when travelling, balancing and using equipment.  Can I develop strength, technique and flexibility throughout performances? | Can I perform a pull throw?  Can I measure the distance of my throws?  Can I continue to develop techniques to throw for increased distance? |
| **Travelling with a ball** | **Rolls** | **Compete/perform** |
| Move with the ball using a range of techniques showing control and fluency. | Can I forward roll from standing Straddle?  Can I forward roll?  Can I complete a tucked backward roll? Can I complete a backward roll to straddle | Can I perform and apply skills and techniques with control and accuracy? Take part in a range of competitive games and activities. |
| **Passing a ball** | **Jumps** | **Evaluate** |
| Can I pass the ball with increasing speed, accuracy and success in a game situation? | Can I:  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Straight jump full-turn  Cat leap  Cat leap half-turn | Can I watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Can I modify my use of skills or techniques to achieve a better result? |
| **Possession** | **Vault with springboard or other raised platform e.g. gymnastics table** |  |
| Can I occasionally contribute towards helping my team to keep and win back possession of the ball in a team game? | Can I:  Hurdle step onto springboard  Squat on vault  Straddle on vault  Star jump off  Tuck jump off  Straddle jump off  Pike jump off |  |
| **Using space** | **Handstands, cartwheels and roundoffs** |  |
| Can I make the best use of space to pass and receive the ball? | Can I:  Lunge into handstand  Lunge into cartwheel |  |
|  | **Travelling and linking actions** |  |
| **Attacking and defending** | Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn Cat leap  Cat leap half turn Pivot |  |
| Can I use a range of attacking and defending skills and techniques in a game?  Can I use fielding skills as an individual to prevent a player from scoring? | **Shapes and balances** |  |
| **Tactics and rules** | Can I demonstrate:  1, 2, 3 and 4- point balances?  Balances on apparatus?  Balances with and against a partner Pike, tuck, star, straight, straddle shapes  Front and back support |  |
| Vary the tactics they use in a game. Adapt rules to alter games. | **Compete and perform** |  |
| **Compete/perform** | Can I perform and create sequences with fluency and expression?  Can I perform and apply skills and techniques with control and accuracy? |  |
| Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. |  |  |
| **Evaluate** |  |  |
| Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. |  |  |

**Green Lane Church of England Primary School**

Subject Learning Plan

Year 5 PE

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| Term 1  **Invasion games**  Knowledge based learning objectives | Term 2  ***Gymnastics***  Knowledge based learning objectives | Term 3  ***Athletics***  Knowledge based learning objectives |
| **Health and fitness** | **Health and fitness** | **Jumping** |
| Do I Know and understand the reasons for warming up and cooling down?  Can I explain some safety principles when preparing for and during exercise? | Can I understand the reasons for warming up and cooling down?  Can I explain some safety principles when preparing for and during exercise? | Can I improve my techniques for jumping for distance?  Can I perform an effective standing long jump?  Can I perform the standing triple jump with increased confidence?  Can I develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight?  Can I land safely and with control?  Can I measure my distance and height jumped with accuracy?  Can I investigate different jumping techniques? |
| **Striking and hitting a ball** | **Acquiring and developing skills in gymnastics** | **Throwing** |
| Can I use different techniques to hit a ball?  Can I identify and apply techniques for hitting a tennis ball? Can I explore when different shots are best used? Can I develop a backhand technique and use it in a game?  Can I practise techniques for all strokes. Play a tennis game using an overhead serve.  Can I consolidate different ways of throwing and catching, and know when each is appropriate in a game? | Can I select ideas to compose specific sequences of movements, shapes and balances.?  Can I adapt my sequence to fit new criteria or suggestions?  Can I perform jumps, shapes and balances fluently and with control?  Can I confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance?  Can I confidently use equipment to vault in a variety of ways?  Can I apply skills and techniques consistently?  Can I develop strength, technique and flexibility throughout my performances?  Can I combine equipment with movement to create sequences? | Can I perform a fling throw?  Can I throw a variety of implements using a range of throwing techniques?  Can I measure and record the distance of my throws?  Can I continue to develop techniques to throw for increased distance? |
| **Travelling with a ball** | **Rolls** | **Compete/perform** |
| Can I use a variety of ways to dribble in a game with success?  Can I use ball skills in various ways, and begin to link together? | Can I forward roll from standing Straddle?  Can I forward roll Pike?  Can I forward roll Tucked?  Can I backward roll?  Can I backward roll to straddle? | Can I consistently perform and apply skills and techniques with accuracy and control? |
| **Passing a ball** | **Jumps** | Can I take part in competitive games with a strong understanding of tactics and composition? |
| Can I pass a ball with speed and accuracy using appropriate techniques in a game situation? | Can I:  straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Stag jump  Straight jump  half-turn  Straight jump  full-turn Cat leap  Cat leap half-turn  Split leap | **Evaluate** |
| **Possession** | **Vault with spring board** | Can I choose and use criteria to evaluate my own and others’ performance?  Can I explain why I have used this particular skill or technique, and the effect they have had on my performance? |
| Can I keep and win back possession of the ball effectively in a team game? | Can I hurdle step onto a springboard?  Can I Squat on vault?  Can I Straddle on vault?  Can I Star jump off?  Can I Tuck jump off?  Can I Straddle jump off?  Can I Pike jump off?  Can I Squat through vault? |  |
| **Using space** | **Handstands, cartwheels and roundoffs** |  |
| Can I demonstrate an increasing awareness of space? | Can I lunge into handstand?  Can I lunge into cartwheel?  Can I lunge into a round-off? |  |
|  | **Travelling and linking actions** |  |
| **Attacking and defending** | Can I:  Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps Straight jump half turn  Straight jump  full turn Cat leap  Cat leap half turn Pivot |  |
| Can I choose the best tactics for attacking and defending?  Can I shoot in a game?  Can I use fielding skills as a team to prevent the opposition from scoring? | **Shapes and balances** |  |
| **Tactics and rules** | Can I complete 1, 2, 3 and 4- point balances?  Can I complete balances on apparatus?  Can I complete part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support? |  |
| Do I know and understand when to pass and when to dribble in a game?  Can I devise and adapt rules to create my own game? | **Compete and perform** |  |
| **Compete/perform** | Can I perform my own longer, more complex sequences in time to music?  Can I consistently perform and apply skills and techniques with accuracy and control? |  |
| Can I consistently perform and apply skills and techniques with accuracy and control?  Can I take part in competitive games with a strong understanding of tactics and composition? |  |  |
| **Evaluate** |  |  |
| Can I choose and use criteria to evaluate own and others’ performance?  Can I explain why I have used particular skills or techniques, and the effect they have had on my performance? |  |  |

**Green Lane Church of England Primary School**

Subject Learning Plan

Year 6 PE

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| **Autumn 1**  **Invasion Games**  *(Tag Rugby, Hockey, Net ball, basket Ball, Bench ball, Handball)*  **Knowledge based learning objectives** | **Term 2 Knowledge Based**  **Gymnastics**  **Learning Objectives** | **Term 3**  **Athletics**  **Knowledge Based Learning Objectives** |
| **flexibility, strength, technique, control and balance**  ***To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending*** | **Health and fitness** | **Jumping** |
| Can I move effectively with the ball? | Can I understand the importance of warming up and cooling down?  Can I carry out warm-ups and cool-downs safely and effectively? | Can I Develop the technique for the standing vertical jump? |
| To apply a variety of attacking skills and techniques in a game. | Can I understand why exercise is good for health, fitness and wellbeing.  Do I know ways I can personally become healthier? | Can I maintain control at each of the different stages of the triple jump? |
| To apply a variety of defending skills and techniques in a game. | **Acquiring and developing skills** | Can I Land safely and with control? |
| To invent a new game that requires attacking and defending skills. | Can I create my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching? | Can I develop and improve my techniques for jumping for height and distance and support others in improving their performance? |
| To apply the skills and techniques I have learnt to play an invasion game and evaluate its success. | Can I demonstrate precise and controlled placement of body parts in their actions, shapes and balances? | Can I perform and apply different types of jumps in other contexts? |
| **Choose 2nd invasion game for term 2** | Can I confidently use equipment to vault and incorporate this into sequences? | Can I set up and lead jumping activities including measuring the jumps with confidence and accuracy. |
|  | Can I apply skills and techniques consistently, showing precision and control? | **Throwing** |
|  | Can I develop strength, technique and flexibility throughout performances? | Can I perform a heave throw? |
|  | **Rolls** | Can I measure and record the distance of my throws? |
|  | Can I forward roll from standing Straddle?  Can I forward roll Pike?  Can I forward roll Dive?  Can I forward roll Tucked?  Can I backward roll?  Can I Backward roll to straddle? Can I Can I backward roll to standing pike?  Can I pike backward roll? | Can I continue to develop techniques to throw for increased distance and support others in improving their **personal best?** |
|  | **Jumps** | Can I develop and refine techniques to throw for accuracy? |
|  | Can I Straight jump?  Can I tuck jump?  Can I do a jumping jack?  Can I do a star jump?  Can I do a straddle jump?  Can I do a pike jump?  Can I do a stag jump?  Can I do a straight jump?  Can I do a half-turn  Can I do a straight jump full-turn?  Can I do a cat leap?  Can I do a cat leap half-turn?  Can I do a cat leap full-turn?  Can I do a split leap?  Can I do a stag leap? | **Compete/Perform** |
|  | **Vault with spring board** | Can I perform and apply a variety of skills and techniques confidently, consistently and with precision? |
|  | Can I hurdle step onto a springboard?  Can I squat on vault?  Can I Straddle on vault?  Can I Star jump off?  Can I tuck jump off?  Can I Straddle jump off?  Can I pike jump off?  Can I squat through vault?  Can I Straddle over vault? | Can I take part in competitive games with a strong understanding of tactics and composition? |
|  | **Handstands, cartwheels and roundoffs** | **Evaluate** |
|  | Can I lunge into cartwheel?  Can I lunge into round-off?  Can I hurdle step?  Can I hurdle step into cartwheel?  Can I hurdle step into round-off? | Can I **thoroughly** evaluate my own and others’ work, suggesting **thoughtful** and **appropriate** improvements? |
|  | Travelling and linking actions |  |
|  | Can I: Tiptoe, step, jump and hop  Hopscotch  Skipping  Chassis steps  Straight jump half turn  Straight jump full turn Cat leap  Cat leap half turn  Cat leap full turn Pivot |  |
|  | ***Shapes and balances*** |  |
|  | Can I carry out:  1, 2, 3 and 4- point balances  Balances on apparatus  Develop technique, control and complexity of part-weight partner balances  Group formations Pike, tuck, star, straight, straddle shapes Front and back support Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers’ performances, and evaluate these. |  |
|  |  |  |