





Our School Vision Statement: At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> I can tell you what a learner is like I am motivated to explore and find out more I can tell you what I am good at and what I want to get better at I can ask questions and sometimes change my mind in response I can sometimes suggest a solution when talking together to problem solve With support I can plan my learning and make improvements 	 <ul style="list-style-type: none"> I know the class routines and am beginning to know what I am learning I can sustain my attention over time especially when I have chosen the task I can select resources for the task or because I am interested in them I can use a range of large and small resources on my own or with others I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions 	<ul style="list-style-type: none"> I can learn on my own or with others with just a little support I can work in a pair or group with a little support I am beginning to ignore distractions when I am learning I usually make good choices even when others are distracting I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet I can respond well to other ideas and instructions 	<ul style="list-style-type: none"> I often try myself before asking for help I can focus on some tasks and sustain my involvement I recover from my mistakes and accept some suggestions to change approach, I recover quickly from most disappointments I am beginning to enjoy challenge in my learning (being in the pit) I practise until I master some skills and like to finish I task I start
Y1	<ul style="list-style-type: none"> I know how I learn best I am motivated to learn for myself and to support others I can ask general questions and decide on an enquiry question I know what I am good at and have an idea of what I can't do yet I use talk to refine my ideas I can plan my learning before I start I can respond to ideas to help me improve my learning 	<ul style="list-style-type: none"> I can use tools (like a visual timetable) to know what I am learning and what is coming next With a little support I can prepare for my learning and make good use of learning time I can select the resource I need for a task and use them safely I can use a wider range of learning resources and vocabulary specific to a subject I listen to others and to instructions 	<ul style="list-style-type: none"> I can usually decide when it is better to work on my own or with others I can usually choose a good partner or group to learn with I understand that sometimes I am the leader and sometimes not I can ignore most distractions and usually make good choices I understand other people's feelings and use Kind Words, Hands, Feet I almost always respond with a good choice 	<ul style="list-style-type: none"> When I start a task I can focus and stay on track I have some strategies to problem solve in my learning I learn from mistakes and can cope with some disappointment I often like to challenge myself and work hard to get out of the learning pit I am getting better at practising until I master new skills and take pride in finishing a task well.
Y2	<ul style="list-style-type: none"> I always take responsibility for my own learning I am highly motivated to learn and master new things I ask a number of enquiry questions before refining my enquiry focus I can explain in detail what I can and can't do yet I can explain precisely what I am finding difficult in my learning I use talk well to reflect and refine my thinking I make a detailed learning plan I edit and improve before needing support 	<ul style="list-style-type: none"> I always make sure I know what I am learning now and what is next I am well prepared for my learning I am selective over the resources I use choosing what is appropriate for the task I am confident using a range of subject specific resources and vocabulary I am responsible and safe with resources using Kind Hands I know that people are a great resource and listen carefully to ideas and instructions 	 <ul style="list-style-type: none"> I make great decisions about when to work independently or collaboratively I can recognise what makes a good learning partner I work well in a pair or a group where I can cope with being the leader or not the leader I can ignore distractions and make independent choices I treat others with respect using Kind Words, Hands and Feet I always listen to others' ideas and instructions and respond appropriately 	 <ul style="list-style-type: none"> I can start my learning independently I maintain great focus and sustain it over time I have developed strategies which help my learning I learn from mistakes and can cope with disappointment I challenge myself in the learning pit and expect to work hard I have high expectations of myself and enjoy achieving well I keep practising, make edits and improve work I take pride in the learning journey as well as my finished outcomes

Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning.**

Curriculum Intent for Physical Education at Crookham Infant School

The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning.

The physical education curriculum at Crookham Infants School is devised and designed by the teaching staff to:

- *educate the children in the different abilities and fundamental skills their bodies are capable of (Resourceful Squirrel).*
- *promote lifelong participation in physical activity inside and outside of school (Reflective Owl).*
- *provide opportunity for children to experience a range of physically active games, activities and sports within school (Tough Tortoise).*

At Crookham Infants School, we believe that PE experienced in a safe, supportive environment, is essential to ensuring high levels of physical and emotional development and supporting good health. We also want to teach children how to cooperate and collaborate (Team Ant) with others as part of an effective team, understanding fairness and respect promoting these as life-long values. Our curriculum follows the guidance of the PE Key Stage 1 National Curriculum, and the additional support and guidance of qualified sports coaches, to deliver high-quality PE lessons with our pupils. Additionally, these qualified sports coaches provide support to teachers in the planning process of PE units.

The curriculum is designed with these core principles in mind:

Inclusivity – *All children at Crookham Infants School will have access to high-quality irresistible PE teaching, with our curriculum designed to support and challenge all pupils. Using the adaptive teaching model: STEP (Space, Task, Equipment, People), the teachers are able to plan and adapt lessons to support the needs of all pupils. Reflections and assessments made within a lesson and following a lesson allow the teachers to determine how learning can be adapted to ensure that all learners are suitably supported/challenged.*

Irresistibility – *At Crookham Infants School, we aim to promote lifelong participation in physical activity and to provide the opportunity for pupils to explore a vast array of activities, sports and games. With the support of qualified sports coaches, we deliver a wide spectrum of physical activity to offer the children the opportunity to explore new skills and activities, in the hope that the children decide to continue to explore these activities/sports outside of school.*

Curriculum Implementation for Physical Education at Crookham Infant School

The curriculum is taught in units of learning. Lessons within a unit are taught in a particular order in order to ensure coherence although teachers may teach units within a year group in any order, often linking these units to learning in other areas of the curriculum that term or half-term. Our curriculum focuses upon 3 key aspects of the PE Key Stage 1 National Curriculum:

- *Move*

- *Participate*
- *Perform*

These aspects are covered throughout each year group in different units of physical education. These consist of:

- *Invasion Games (Netball, hockey, football)*
- *Striking and Fielding Games (Cricket, rounders)*
- *Divided Court Games (Tennis)*
- *Dance*
- *Gymnastics*
- *Athletics (Running, jumping, throwing)*
- *OAA (Outdoor Adventure Activity)*

Across the school, the children will explore these units of physical education, and develop their skills from the beginning of Reception to the completion of Year 2. The progression within physical education can be seen in the long-term planning document and skills development plan below. The PE curriculum is taught, provided and supported by class teachers and by our qualified-sports coaches (66 Coaching). Pupils access 1-2 irresistible and inclusive PE sessions each week, covering the units mentioned above. At lunchtime, the children have the opportunity to be physically active by exploring our Trim Trail and to participate in lunchtime football with a qualified-sports coach.

In addition to our PE provision within the school day, we offer a range of external clubs before and after-school hours for pupils to move, participate and perform in. The clubs that are accessible to the children are: Football, Netball, Active Kids, Judo, Break Dancing.

Curriculum Impact for Physical Education at Crookham Infant School

The curriculum impact at school is that children will have participated in a wide range of sports and activities, will have made progression in their fundamental movement skills and engaged, immersed and challenged themselves in collaborative sporting activity. Through our irresistible and inclusive approach, we are promoting and encouraging life-long participation in physical activity and sport for all children. We provide the children the opportunity to be curious and interested in exploring different sports and activities outside of school. We educate the children on the importance of leading an active, healthy lifestyle and encourage the children to strive for this.

Long Term Planning – Progression in PE Skills

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Gross Motor Skills	<p>MOVE</p> <p>I can climb stairs using alternate feet. <i>Red Strand - Animal Positions: Strong Owl</i></p> <p>I can develop movement (using age appropriate bikes, scooters etc.).</p> <p>I can work with others to manage large items.</p> <p>I can run and Jump.</p>	<p>MOVE</p> <p>I can use lots of different ways of moving appropriately.</p> <p>I can climb over, under and through obstacles.</p> <p>PERFORM</p> <p>I can balance on logs and a beam. <i>Red Strand - Animal Positions: Strong Owl, Strong Tortoise, Strong Squirrel</i></p>	<p>MOVE</p> <p>I can move and use both large and smaller scale equipment (building blocks etc)</p> <p>PERFORM</p> <p>I can combine movements, selecting actions in response to the task.</p> <p>I am beginning to be able throw and catch a ball.</p>	<p>PARTICIPATE</p> <p>I can kick and pass a ball.</p> <p>I can throw and catch a ball.</p>	<p>PERFORM</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>MOVE</p> <p>I can skip.</p>	<p>MOVE</p> <p>I can travel around space and obstacles safely.</p> <p>I can show strength, balance and co-ordination in movement. <i>Red Strand - Animal Positions: Strong Owl, Strong Tortoise, Strong Squirrel</i></p> <p>I can move in different ways- run, jump, skip, climb.</p>
	Fine Motor Skills	<p>I show a preference for a dominant hand with a comfortable pencil grip.</p> <p>I can draw a picture.</p>	<p>I can show good pencil control when mark making and drawing.</p> <p>I can use cutlery.</p>	<p>I can sit at a table to write.</p> <p>I can hold a pencil in a tripod grip.</p>	<p>I am beginning to use scissors effectively and cut in a straight line.</p> <p>I can draw shapes and around objects.</p>	<p>I can cut around simple shapes.</p>	<p>I can hold a pencil effectively (tripod). I can use a range of tools e.g. scissors.</p> <p>I can draw with accuracy.</p>
	Handwriting Links	<p>Red Strand - Making Bodies Stronger</p> <p>Pelvic Girdle Strength</p> <p>Shoulder Girdle Strength</p> <p>Playing on the floor</p>	<p>Red Strand - Making Bodies Stronger</p> <p>Arm and Finger Strength</p> <p>Green Strand - holding the pencil.</p> <p>Further development of the 3 friends hold</p>	<p>Green Strand -holding the pencil.</p> <p>Consolidation of the 3 friends hold</p> <p>Helping left handed pupils</p>	<p>Green Strand -holding the pencil.</p> <p>Consolidation of the 3 friends hold</p> <p>Helping left handed pupils</p>	<p>Green Strand - holding the pencil.</p> <p>Pencil Checks</p> <p>Pencil hold maintenance</p>	<p>Green Strand - holding the pencil.</p> <p>Pencil Checks</p> <p>Pencil hold maintenance</p>

		<p>Lying on the floor to read and write Sitting on a chair to write</p> <p>Green Strand - holding the pencil. Developing the 3 friends hold</p> <p>3 friends hold - Teaching the labels</p> <p>Pencil song</p> <p>Helping left handed pupils.</p> <p>Blue Strand - flow and Fluency Feeling the flow through music</p>	<p>3 friends hold - Teaching the labels</p> <p>Pencil song</p> <p>Helping left handed pupils</p>				
Year 1	Objectives	<p>Ball skills and Invasion Games - PARTICIPATE To send an object a variety of different ways using different parts of my body</p> <p>To practise different types of throws with different objects (over arm, overhead, underarm, chest pass).</p>	<p>Gymnastics - PERFORM To explore and demonstrate different ways to balance/point balance individually or with a partner.</p> <p>To create a gymnastic routine using balances.</p> <p>To copy simple gymnastic shapes (Pike, tuck, straddle,</p>	<p>Striking and Fielding (Cricket) - MOVE To roll a ball.</p> <p>To stop a ball moving towards me using part of my body (Hands if possible).</p> <p>To send a ball overarm and underarm towards target.</p>	<p>Dance - PERFORM To choreograph and perform different poses and movements using different parts of the body.</p> <p>To copy simple dance moves.</p> <p>To perform movements to represent different stimuli.</p>	<p>Divided Court Games - PARTICIPATE To understand the rules of a game and work as part of a team.</p> <p>To use a bat/racket/paddle to send an object.</p> <p>To begin to understand basic</p>	<p>Athletics and Target Games - MOVE To throw different objects overarm and underarm to aim for a target or for distance.</p> <p>To practise different jumps. To complete a standing broad jump.</p> <p>To land safely when jumping.</p>

		<p>To receive an object using different parts of my body. (Catching - Hands, Trapping - Feet)</p> <p>To pass a ball and move in an invasion game.</p> <p>To begin to use marking and basic defence in an invasion game.</p>	<p>arch, dish) and apply them in a routine.</p> <p>To use gymnastics equipment to develop gross motor skills.</p> <p>To land safely, bending my knees when I land.</p> <p>To copy a roll (Pencil, side, teddy, forwards) and a jump (Pencil, tuck, twist, star, rebound) and apply them in a routine.</p>	<p>To catch a ball from myself or a partner/fielder.</p> <p>To correctly hold a cricket bat to hit a stationary ball and attempt to hit a moving ball.</p>	<p>To combine dance moves to create and perform routine</p>	<p>tactics of a divided court game.</p> <p>To explore and find space in a divided court game.</p>	<p>To run from one position to another being spatially aware of our surroundings.</p>
Vocabulary	<p>Send</p> <p>Receive</p> <p>Pass</p> <p>Throw</p> <p>Underarm</p> <p>Overarm</p> <p>Overhead</p> <p>Attack/Attacking</p> <p>Defend/Defending</p> <p>Marking</p> <p>Space</p> <p>Travel/Travelling</p> <p>Team</p> <p>Move/Movement</p>	<p>Balance</p> <p>Point-balance</p> <p>Jump</p> <p>Tuck jump</p> <p>Pencil jump</p> <p>Star jump</p> <p>Jump with twist</p> <p>Rebound jump</p> <p>Pencil roll</p> <p>Side roll</p> <p>Teddy bear roll</p> <p>Forwards roll</p> <p>Bend</p> <p>Climb</p> <p>Travel/Travelling</p> <p>Routine</p> <p>Equipment</p> <p>Balance Beam</p>	<p>Cricket</p> <p>Bat/Batter</p> <p>Ball</p> <p>Bowl/Bowler</p> <p>Fielding/fielder</p> <p>Hit/Strike</p> <p>Stop</p> <p>Roll</p> <p>Catch</p> <p>Throw</p> <p>Underarm throw</p> <p>Overarm throw</p> <p>Target</p>	<p>Pose</p> <p>Movement</p> <p>Travelling</p> <p>Space</p> <p>Dance Move</p> <p>Waving</p> <p>Routine</p> <p>Music</p> <p>Perform</p> <p>Feedback/Comment</p>	<p>Court</p> <p>Area</p> <p>Space</p> <p>Throw</p> <p>Hit</p> <p>Racket</p> <p>Ball</p> <p>Send</p> <p>Receive</p> <p>Return</p> <p>Tactics</p> <p>Underarm</p> <p>Overarm</p> <p>Roll</p>	<p>Jump</p> <p>Throw</p> <p>Sprint/Run</p> <p>Target</p> <p>Accurate/accuracy</p> <p>Distance</p> <p>Height</p> <p>Broad jump</p> <p>Long jump</p> <p>Relay</p>	
Handwriting Links	Red Strand - Making Bodies Stronger	Red Strand - Making Bodies Stronger	Red Strand - Making Bodies Stronger	Red Strand - Making Bodies Stronger			

		<p>Pelvic Girdle Strength (Animal Positions)</p> <p>Shoulder Girdle Strength (Floor/Chair Push Ups, Strength Challenges)</p> <p>Lying on the floor to read and write</p> <p>Sitting on a chair to write</p> <p>Green Strand – holding the pencil. Consolidating the 3 friends hold</p> <p>Helping left handed pupils</p>	<p>Arm and Finger Strength</p> <p>Pelvic Girdle Strength (Animal Positions) Shoulder Girdle Strength (Floor/Chair Push Ups, Strength Challenges)</p> <p>Lying on the floor to read and write</p> <p>Sitting on a chair to write</p> <p>Green Strand – holding the pencil. Further development of the 3 friends hold</p> <p>Helping left handed pupils</p>	<p>Arm and Finger Strength</p> <p>Pelvic Girdle Strength (Animal Positions) Shoulder Girdle Strength (Floor/Chair Push Ups, Strength Challenges)</p> <p>Lying on the floor to read and write</p> <p>Sitting on a chair to write</p> <p>Green Strand –holding the pencil. Pencil Checks</p> <p>Pencil hold maintenance</p>	<p>Arm and Finger Strength</p> <p>Pelvic Girdle Strength (Animal Positions) Shoulder Girdle Strength (Floor/Chair Push Ups, Strength Challenges)</p> <p>Sitting on a chair to write</p> <p>Green Strand –holding the pencil. Consolidation of Pencil Checks</p> <p>Revisit Pencil hold maintenance</p>		
Year 2	Objectives	<p>Gymnastics - MOVE (Skill Development) Outcome: To structure sequences of actions and skills in order to improve performance.</p>	<p>Gymnastics - MOVE (Skill development/ evaluation) Outcomes: To jump for height with a controlled landing. To structure a sequence of actions (including a jump with controlled landing). To improve on</p>	<p>Gymnastics - MOVE (Skill development) Outcomes: To apply their gymnastic shapes to apparatus. To apply controlled landing skills to apparatus, jumping from a height.</p>	<p>Ball skills and Invasion Games - PARTICIPATE (Skill development/evaluate) Outcomes: To catch a small ball. To throw a small ball overarm, using the correct techniques to apply ball skills to a range of ball</p>	<p>Athletics - PARTICIPATE/MOVE (Skill development) Outcome: To zig zag through a series of tightly spaced markers. To jump for distance controlling the landing.</p>	<p>Skills development/ evaluate - Sports Day/Games - PARTICIPATE (Skills development/ evaluate) Outcomes: To apply their skills to a range of games. To evaluate</p>

			<p>their performance in gymnastics.</p> <p>Nativity - PERFORM (Reflection) Outcomes: To be able to reflect upon their performances.</p>		<p>games. To evaluate and improve their own performance.</p>		<p>and improve their own performance.</p> <p>Dance/Performance - PERFORM Outcomes: To structure a sequence of actions. To evaluate and improve their performance.</p>
Vocabulary	<p>Gymnastic shapes Straight, tuck, star, pike, straddle. Perform Evaluate Improve Sequence Skeleton Bones Skull, spine, jaw, clavicle, scapular, humerus, ribs, pelvis, carpals, metacarpals, phalanges, patella, tibia, fibular, metatarsal, ankle bone, femur, ulna, radius. Muscles: Heart, Biceps, Triceps, Abdominal, Quadriceps</p>	<p>Gymnastic shapes Straight, tuck, star, pike, straddle. Perform Evaluate Improve Sequence</p>	<p>Controlled Landing Height Apparatus Bars Beams Horse Ladders Illness Symptoms Prescription Medicine</p>	<p>Catch Throw Overarm Underarm Sending Receiving Skills Perform Improve Evaluate</p>	<p>Zig zag Tight Spaced Markers Distance Speed Vitamins Balanced Amounts Diet Muscles Bones Teeth Healthy Heart Muscles Bones Exercise Pump Flow Blood Muscles: Heart, Biceps, Triceps, Abdominal, Quadriceps</p>	<p>Sequence Improve Evaluate Perform Performance Timing Beat Flow Speed</p>	

	<p>Handwriting Links</p>	<p>Red Strand - Making Bodies Stronger Arm and Finger Strength</p> <p>Pelvic Girdle Strength (Animal Positions) Shoulder Girdle Strength (Floor/Chair Push Ups, Strength Challenges)</p> <p>Lying on the floor to read and write</p> <p>Sitting on a chair to write</p> <p>Green Strand - holding the pencil. Pencil Checks</p> <p>Pencil hold maintenance</p>	<p>Red Strand - Making Bodies Stronger Arm and Finger Strength</p> <p>Pelvic Girdle Strength (Animal Positions) Shoulder Girdle Strength (Floor/Chair Push Ups, Strength Challenges)</p> <p>Sitting on a chair to write</p> <p>Green Strand -holding the pencil. Consolidation of Pencil Checks</p> <p>Revisit Pencil hold maintenance</p>				
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Skills Development Map

	Dance	Games	FMS	Gym & Health	Learning Habits
Year R	<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use expression with guidance.</p> <p>Begin to count to music.</p>	<p>Drop and begin to catch with two hands.</p> <p>Move a ball using our hands feet.</p> <p>Throw and roll a variety of objects.</p> <p>To attempt to stop a large ball sent to them using hands</p> <p>To attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around beginning to show awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Run and stop with some control.</p> <p>Explore skipping as a travelling action.</p> <p>Jump and hop with bent knees.</p> <p>Throwing objects into space.</p> <p>Balance whilst stationary and on the move.</p> <p>Change direction at a slow pace.</p> <p>Explore moving different body parts together.</p>	<p>Create shapes showing a basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p> <p>To safely climb on and off of gymnastic equipment.</p> <p>To explore different ways to use gymnastic equipment.</p>	<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p> <p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p> <p>Try again if they do not succeed.</p> <p>Practise skills independently.</p> <p>Confident to try new tasks and challenges.</p>

					<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.</p>
Year 1	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea and different stimuli.</p> <p>Begin to understand and use changes of direction, speed and levels with guidance.</p> <p>Use expression in their movement.</p> <p>To choreograph and develop a short dance routine with guidance.</p> <p>To perform a short routine to their peers.</p> <p>To begin to use mirroring and unison with a partner.</p> <p>Begin to use counts.</p>	<p>Drop and catch a ball after one bounce.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll an object towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a large-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p>	<p>Attempt to run at different speeds.</p> <p>Begin to link running and jumping movements with some control.</p> <p>To jump, leap and hop.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>To safely dismount gymnastic equipment and jump from height.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p> <p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>

		<p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>		<p>To use gymnastic equipment as part of a routine/pose.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others</p>
Year 2	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Represent a character through actions and expression.</p> <p>Use counts with help to stay in time with the music.</p> <p>To choreograph and develop a dance routine for a stimulus in a pair/group.</p>	<p>To begin to dribble a ball on the move.</p> <p>Dibble a ball using your feet and stopping it when required.</p> <p>Throw and roll an object towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object sent to them, with and without a bounce.</p> <p>Move to track a ball and stop it using hands and feet with limited success.</p> <p>Strike a moving ball using a racket/bat.</p>	<p>Show balance and coordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p> <p>Encourage others to keep trying. Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>

	<p>To teach/instruct others on their dance/routine.</p> <p>To take inspiration from dances around the world.</p>	<p>Run, stop and change direction with balance and control.</p> <p>To understand the basics of attacking and defending.</p> <p>Use simple tactics.</p>	<p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>		<p>Show determination to continue working over a longer period of time. Determined to complete the challenges and tasks set. Explore skills independently before asking for help. Confident to share ideas, contribute to class discussion and perform in front of others</p> <p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal. Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. Provide feedback beginning to use key words from the lesson.</p>
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