

<b>Reception</b> <b>Autumn 2</b>	<b>Multi-ability focus</b> <b>Social</b> <b>EXCEEDING</b> <ul style="list-style-type: none"> <li>- I can work sensibly with others, taking turns and sharing</li> </ul> <b>EXPECTED</b> <ul style="list-style-type: none"> <li>- I can play with others, take turns and share with help</li> </ul>	<b>REAL PE</b> <b>Movement skill:</b> <b>Balance to agility, seated balance</b>		<b>Vocab</b> <b>Speed, slow, fast, change</b>
<b>Year 1</b> <b>Autumn 2</b>	<b>Multi-ability focus</b> <b>Social</b> <b>EXCEEDING</b> <ul style="list-style-type: none"> <li>- I can help, praise and encourage others</li> </ul> <b>EXPECTED</b> <ul style="list-style-type: none"> <li>- I can work sensibly with others, taking turns and sharing</li> </ul> <b>EMERGING</b> <ul style="list-style-type: none"> <li>- I can play with others, share, take turns with help</li> </ul>	<u>First PE lesson</u> <b>REAL PE</b> <b>Movement Skill:</b> <b>Balance to agility (jumping and landing), seated balance</b>	<u>Second PE lesson</u> <b>NC outcome:</b> <b>Movement, pattern and control</b>  <b>Dance (real dance)</b>	<b>Vocab</b> <b>Prior vocab plus:</b> <b>Repeat, levels, high, low, copy, mirror</b>
<b>Year 2</b> <b>Autumn 2</b>	<b>Multi-ability focus</b> <b>Social</b> <b>EXCEEDING</b> <ul style="list-style-type: none"> <li>- I am happy to show and tell others my ideas</li> <li>- I show patience and support</li> </ul> <b>EXPECTED</b> <ul style="list-style-type: none"> <li>- I can help, praise and encourage others</li> </ul> <b>EMERGING</b> <ul style="list-style-type: none"> <li>- I can work sensibly with others, taking turns and sharing</li> </ul>	<u>First PE lesson</u> <b>REAL PE</b> <b>Movement skill:</b> <b>Balance to agility (jumping and landing), seated balance</b>	<u>Second PE lesson</u> <b>NC outcome:</b> <b>Movement, pattern and control</b>  <b>Dance – (real dance)</b>	<b>Vocab</b> <b>Prior vocab plus:</b> <b>Motif, sequence, speed, unison</b>

<b>Year 3 Autumn 2</b>	<b>Multi-ability focus</b> <b>Social</b> <b>EXCEEDING</b> <ul style="list-style-type: none"> <li>- I help organise roles and responsibilities</li> <li>- I cooperate well with others and give feedback</li> </ul> <b>EXPECTED</b> <ul style="list-style-type: none"> <li>- I am happy to show and tell others my ideas</li> <li>- I show patience and support about others work</li> </ul> <b>EMERGING</b> <ul style="list-style-type: none"> <li>- I can help, praise and encourage others</li> </ul>	<u>First PE lesson</u> <b>REAL PE</b> <b>Movement skill:</b> Balance to agility (jumping and landing), seated balance	<u>Second PE lesson</u> <b>NC outcome:</b> Movement, pattern and control  Dance (real dance)	Vocab Prior vocab plus: Improvise, adapt, movements, rhythm, expression
<b>Year 4 Autumn 2</b>	<b>Multi-ability focus</b> <b>Social</b> <b>EXCEEDING</b> <ul style="list-style-type: none"> <li>- I can guide a small group through a task</li> <li>- I cooperate well with others and give helpful feedback</li> </ul> <b>EXPECTED</b> <ul style="list-style-type: none"> <li>- I am happy to show others my ideas</li> <li>- I show patience and support others</li> </ul> <b>EMERGING</b> <ul style="list-style-type: none"> <li>- I can help, praise and encourage others</li> </ul>	<b>REAL PE</b> Balance to agility (jumping and landing), seated balance  Alongside Movement, pattern and control Dance – USA dance workshop	<b>NC outcome:</b> Swimming <ul style="list-style-type: none"> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of strokes effectively (front crawl, backstroke, breaststroke)</li> <li>- Perform safe self-rescue in different water-based situations</li> </ul>	Vocab Prior vocab plus: Control, spatial awareness, space,
<b>Year 5 Autumn 2</b>	<b>Multi-ability focus</b> <b>Social</b> <b>EXCEEDING</b> <ul style="list-style-type: none"> <li>- I can negotiate and collaborate appropriately</li> </ul>	<b>REAL PE</b> <b>Movement skill:</b> Balance on a line, counter balance  Alongside NC outcome:		Vocab Prior vocab plus: Pace, timing, imagination, creativity, expression, transition, rhythm

	<ul style="list-style-type: none"> <li>- I can give and receive sensitive feedback to improve myself and others</li> </ul> <p>EXPECTED</p> <ul style="list-style-type: none"> <li>- I can organise roles and responsibilities and guide a group through a task</li> <li>- I cooperate well with others and give helpful feedback</li> </ul> <p>EMERGING</p> <ul style="list-style-type: none"> <li>- I am happy to show and tell others my ideas</li> <li>- I show patience and support others</li> </ul>	<p>Movement, pattern and control</p> <p>Dance (real dance)</p>	
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<p><b>Year 6</b></p> <p><b>Autumn 2</b></p>	<p><b>Multi-ability focus</b></p> <p><b>Social</b></p> <p>EXCEEDING</p> <ul style="list-style-type: none"> <li>- I can negotiate and collaborate appropriately</li> <li>- I can give and receive sensitive feedback to improve myself and others</li> </ul> <p>EXPECTED</p> <ul style="list-style-type: none"> <li>- I can organise roles and responsibilities and guide a group through a task</li> <li>- I cooperate well with others and give helpful feedback</li> </ul> <p>EMERGING</p> <ul style="list-style-type: none"> <li>- I am happy to show and tell others my ideas</li> <li>- I show patience and support others</li> </ul>	<p><u>First PE lesson</u></p> <p>REAL PE</p> <p>Movement skill:</p> <p>Balance on a line, counter balance</p>	<p><u>Second PE lesson</u></p> <p>NC outcome:</p> <p>Movement, pattern and control</p> <p>Dance (real dance)</p>	<p>Vocab</p> <p>Prior vocab plus:</p> <p>Strength, control, flexibility, fluent, pace, timing, confidence, dramatic expression</p>
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Dance progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Join in movements together	Copy and repeat actions	Copy, remember and repeat actions	Begin to improvise with a partner to create a simple dance	Identify and repeat the movement patterns and actions of a chosen dance style	Identify and repeat the movement patterns and actions of a dance style	Identify and repeat the movement patterns of a dance style
Change the speed of movements	Put a sequence of actions together to create a motif	Create a short motif inspired by a stimulus	Create motifs from a stimulus			Compose group dances to reflect the style
Create a short movement to demonstrate their own ideas/feelings	Vary the speed of actions	Change the speed of actions	Begin to compare and adapt movements and motifs to create a larger sequence	Compose a dance that reflects a dance style	Compose group dances to reflect the dance style	Use dramatic expression in dance movements and motifs
	Simple choreographic devices such as mirroring	Change the level of actions		Improvise with a partner or alone	Show a change of pace and timing in their movements	
	Introduce independent dance routine (improvising)	Simple choreographic devices such as mirroring, unison	Compare and improve dance sequences	Compose longer dance sequences in a small group	Develop an awareness of their use of space	Perform with confidence using a range of movement patterns, speed, space and levels
		Move in time to music	Perform with some awareness of rhythm and expression	Demonstrate precision and control	Demonstrate creativity and imagination through movements	Demonstrate strong and controlled movements
				Vary dynamics in response to the stimulus		
				Develop spatial awareness		

					Fit actions with the rhythm of the music	Create a fluent sequence with flexible movements  perform in time to music  Practise and perform in order for sequences to flow with accuracy
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