Reception Spring 1	**Multi-ability focus** Cognitive EXCEEDING - I can name some things I am good at - I can understand and follow simple rules EXPECTED - I can follow simple instructions	**REAL PE** Movement skill: Ball skills, balance with a partner		Vocab Tuck, star, pike, straddle, straight, leap, jump
Year 1 Spring 1	**Multi-ability focus** Cognitive EXCEEDING - With help, I can recognise similarities and differences in performances - I can begin to order instructions, movements and skills EXPECTED - I can name some things I am good at - I can understand and follow simple rules EMERGING - I can follow simple instructions	First PE lesson **REAL PE** Movement Skill: Ball skills, counter balance with a partner	Second PE lesson NC outcome: Balance, Strength, flexibility Gymnastics (real gym)	Vocab Prior vocab plus: front support, back support, bridge, arch, dish, control, point, balance
Year 2 Spring 1	**Multi-ability focus** Cognitive EXCEEDING	First PE lesson **REAL PE** Movement skill:	Second PE lesson NC outcome:	Vocab Prior vocab plus:

	- I can explain what I am doing well and begun to identify areas for improvement EXPECTED - With help, I can recognise similarities and differences in performance - I can explain why someone is working or performing well EMERGING - I can name some things I am good at - I can understand and follow simple rules	Ball skills, counter balance with a partner	Balance, Strength, flexibility Gymnastics (real gym)	support, balance, teddy roll, straight roll, balance, counter balance
Year 3 Spring 1	**Multi-ability focus** Cognitive EXCEEDING - With help, I can recognise similarities and differences in performances - I can begin to order instructions, movements and skills EXPECTED - I can name some things I am good at - I can understand and follow simple rules	First PE lesson **REAL PE** Movement skill: Sending and receiving, counter balance with a partner	Second PE lesson NC outcome: Balance, Strength, flexibility Gymnastics (real gym)	Vocab Prior vocab plus: Sequence, pattern, perform, independently, control

	EMERGING - I can follow simple instructions			
Year 4 Spring 1	**Multi-ability focus** Cognitive EXCEEDING - I can use awareness of space/others to make good decisions - I can understand ways (criteria) to judge performance EXPECTED - I can explain what I am doing well and I have begun to identify areas for improvement - I can explain what I am doing well EMERGING - I can explain why someone is working or performing well - I can begin to order instructions, movements and skills	**REAL PE** Movement skill: Sending and receiving, counter balance with a partner Balance, Strength, flexibility Gymnastics (real gym)	NC outcome: Swimming - Swim competently, confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively (front crawl, backstroke, breaststroke) - Perform safe self-rescue in different water-based situations	Vocab Prior vocab plus: Transition, sequencing, landing, position
Year 5 Spring 1	**Multi-ability focus** Cognitive EXCEEDING - I can develop methods to outwit opponents	**REAL PE** Movement skill: Seated balance, floor work Alongside		Vocab Prior vocab plus: Unison, cannon, transition, combine, perform

	- I can suggest patterns of play which will increase success EXPECTED - I can use awareness of space to make good decisions - I can understand ways to judge performance EMERGING - I can understand the simple tactics of attacking and defending - I can explain what I am doing well and I have begun to identify areas for improvement		NC outcome: Balance, Strength, flexibility Gymnastics (real gym)	
Year 6 Spring 1	**Multi-ability focus** Cognitive EXCEEDING - I can develop methods to outwit opponents - I can suggest patterns of play which will increase success EXPECTED - I can use awareness of space to make good decisions - I can understand ways to judge performance	REAL PE Movement skill: Seated balance, floor work	NC outcome: Balance, Strength, flexibility Gymnastics (real gym)	Vocab Prior vocab plus: Unison, cannon, transition, combine, perform, analyse

	EMERGING - I can understand the simple tactics of attacking and defending - I can explain what I am doing well and I have begun to identify areas for improvement			

Gymnastics progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating and recognising basic shapes Star, tuck, straight, pike and straddle Learning different ways to travel between shapes Jump, leap, turn	Creating, recognising and holding more complex shapes Bridge, front support, back support, dish and arch Introduction to different types of balances 1 point, 2 point, 3 point balancing	Introduction to different types of rolls Pencil roll, teddy roll, forward roll Partner balancing and counter balancing, counter tension	Using shapes, rolls and balances to create a sequence individually Sequence to be performed	Using different ways to travel to transition between parts of the sequence Sequences to include shapes, rolls, leaps and balances Introduction to landing	Creating a partner sequence including a combination of shapes, balances and different ways to travel and land Introduction to cannon and unison terms	Whole group performance Working in a group to develop a group performance based on prior skills Performance to be practised and perfected to be pleasing to an audience Understanding of scoring and systems