



**Coordination:  
Footwork**

**Year 3 – Autumn 1  
Year 4 – Autumn1  
Year 5 – Spring 1**

**KS1 End Point:**

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|---|--|--|
| <ul style="list-style-type: none"> <li>1. Hopscotch forwards and backwards, alternating hopping leg each time with...</li> <li>2. Move in a 3-step zigzag pattern forwards with...</li> <li>3. Move in a 3-step zigzag pattern backwards with...</li> </ul> | <ul style="list-style-type: none"> <li>● balance and control throughout.</li> <li>● fluent and smooth movements.</li> <li>● movements performed in both directions/on both sides.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep head up and back straight.</li> <li>● Work off balls of feet and increase speed when ready.</li> <li>● Bend knees and use arms to help you balance.</li> </ul> |
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**Exceeding Upper KS2**

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|--|---|---|
| <ul style="list-style-type: none"> <li>1. Move backwards in 3-step zigzag pattern with foot behind with...</li> <li>2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind with...</li> </ul> | <ul style="list-style-type: none"> <li>● smooth, controlled movements.</li> <li>● fluency and rhythm.</li> <li>● movements performed in both directions/on both sides.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep head up and back straight throughout.</li> <li>● Try to develop a good rhythm and perform the movements smoothly and with control.</li> <li>● Focus on keeping feet close to the ground as you move.</li> </ul> |
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	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with...</li> <li>2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with...</li> <li>3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...</li> </ul>	<p>smooth, controlled movements.</p> <p>fluency and rhythm.</p> <p>movements performed in both directions/on both sides.</p>	<p>Keep head up and back straight throughout.</p> <p>Keep feet close to the ground as you move.</p> <p>Bend knees and using arms to help you balance.</p>	<p><b>knee raise</b></p> <p><b>fluent</b></p> <p><b>consistent</b></p> <p><b>maximum</b></p> <p><b>speed</b></p> <p><b>rhythm</b></p> <p><b>perform</b></p> <p><b>across</b></p>
<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>1. Move in 3-step zigzag pattern while alternating knee raise and foot behind with...</li> <li>2. Move backwards in 3-step zigzag pattern with cross-over (swerve) with...</li> <li>3. Move backwards in 3-step zigzag pattern with knee raise across body with...</li> </ul>	<p>smooth, controlled movements.</p> <p>fluency and rhythm.</p> <p>movements performed in both directions/on both sides.</p>	<p>Keep head up and back straight throughout.</p> <p>Feet close to the ground as I move</p> <p>Try to develop a good rhythm and perform the movements smoothly and with control.</p> <p>Bend knees and use arms to help you balance.</p>	<p><b>alternative</b></p> <p><b>controlled</b></p> <p><b>smooth</b></p> <p><b>swerve</b></p>





## Static Balance

### Seated

Year 3 – Autumn 2

Year 4 – Autumn 2

Year 6 – Spring 2

### KS1 End Point:

#### In a seated position:

1. Pick up a cone from one side and place it on the other side with same hand with...
  - feet and hands off the floor throughout.
  - minimum wobble.
  - balance held without strain.
2. Return it to the opposite side using the other hand with...
3. Sit in a dish shape and hold it for 5 seconds with...
  - Keep tummy tight (core muscles) and back straight.
  - Use arms to help maintain balance.
  - Keep head up and breathe throughout.

### Exceeding Upper KS2

#### In a seated position:

1. Reach and pick up cones on the floor whilst on a bench, without losing balance with...
  - feet and hands off the floor throughout.
  - minimum wobble.
  - balance held without strain.
2. Turn 360° in either direction, first on the floor then on a bench with...
3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds with...
4. Reach and pick up cones on the floor whilst on an uneven surface with...
  - Lifting legs and arms just off the floor will help keep centre of gravity steady.
  - Focus on one point to keep your head still
  - Keep core muscles tight while breathing at the same time.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	In a seated position: 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with...  2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with...  3. Hold a V-shape with straight arms and legs for 10 seconds with...	feet and hands off the floor throughout.  minimum wobble.  balance held without strain.	Keep legs, back and arms straight. Keep my weight going through my bottom Use smooth, controlled movements. Use my arms to help maintain balance Keep core muscles tight. Keep my head up and breathe throughout	<b>reach</b>  <b>force</b>  <b>steady</b>
<b>Upper KS2</b>	In a seated position: 1. Reach and pick up cones from in front, to the side and from behind with...  2. Reach and pick up cones from in front, to the side and from behind with eyes closed with...  3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force with...  4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with...	feet and hands off the floor throughout.  minimum wobble.  balance held without strain.	Keep weight going through your bottom.  Use smooth, controlled movements.  Use legs and arms to help keep centre of gravity steady and breathe smoothly.	<b>360°</b>  <b>uneven surface</b>



## Agility Ball Chasing

Year 3 – Summer 2  
Year 4 – Summer 2  
Year 5 - Summer 2  
Year 6 – Summer 2

### KS1 End Point:

1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
  - control when starting and stopping quickly.
  - timing and movement to get in the right position.
  - balance/control when collecting the ball.
2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...
  - Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs.
  - Keep watching the ball and concentrate on timing so you arrive at the right time.
  - Move feet quickly to get in the collecting position in good time.
3. Complete above challenges with tennis ball with...

### Exceeding Upper KS2

1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce with...
  - ability to turn over either shoulder and catch the ball between the knees.
  - timing to get in the right position.
  - balance/control when collecting the ball.
2. Perform above challenge but catch ball on instep of foot and lower it to the ground with...
  - Move quickly by bending knees and pushing off.
  - Try to spot the ball and react as quickly as possible.
  - Move feet quickly to get into collecting position.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with...  2. Perform above challenge with tennis ball with... 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction with...	ability to turn over either shoulder.  timing to get in the right position.  balance/control when collecting the ball.	Start quickly by pushing off hard with feet and by driving arms ('hips to lips'). Slow down to get into position.  Run well past the ball to give you more time.  Get into a stable position as early as you can. Move feet quickly to get into the collecting position.	<b>long barrier</b>  <b>topping</b>  <b>knee sideways</b>
<b>Upper KS2</b>	1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce with...  2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce with...	ability to turn over either shoulder and catch the ball.  timing to get in the right position. balance/control when collecting the ball.	When facing partner, turn with a reverse pivot, bend knees and push off.  When facing away from partner, use peripheral vision to spot the ball and react quickly.  Move feet quickly to get into the collecting position.	<b>react</b>  <b>peripheral vision</b>  <b>pivot</b>



**Agility**  
**Reaction/Response**

**Year 3 – Summer 1**  
**Year 4 – Summer 1**  
**Year 5 - Autumn 1**  
**Year 6 – Autumn 1**

**KS1 End Point:**

**From 1, 2 and 3 metres:**

1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...

- quick reaction.
- quick, controlled movement.
- control when slowing down after catch.

- Start quickly and accelerate by pushing off hard with feet and looking forwards.
- Take up a ready position with knees bent and feet apart (front to back).
- Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight.

**Exceeding Upper KS2**

**From 1, 2 and 3 metres:**

1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg with...
2. Perform above challenge but react to sound of bounce rather than call with...
3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand with...

- quick reaction and good acceleration.
- quick, controlled movement.
- balance and control after each catch.

- Reverse pivot, bend knees and push off to turn and move quickly.
- Bend knees to help you stop quickly and get into balanced position when catching.
- Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	From 1, 2 and 3 metres:  1. React and step across body, bring hand across body and catch tennis ball after 1 bounce with...	quick reaction and good acceleration.  quick, controlled movement.  balance and control after catch	In the ready position, start quickly and accelerate by pushing off hard with feet.  React and move early to give you time to get balanced.  Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.	<b>pushing off hard</b>  <b>extend</b>  <b>react</b>
<b>Upper KS2</b>	From 1, 2 and 3 metres:  1. React to call from partner when they drop a ball, turn and catch it after 1 bounce with...  2. Perform above challenge but react to sound of the bounce rather than call with...	quick reaction and good acceleration.  quick, controlled movement.  balance and control after catch	Reverse pivot, bend knees and push off to turn and move quickly.  Move feet quickly to get into the catching position.  Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.	<b>sound</b>  <b>reverse pivot</b>  <b>challenge</b>



**Static Balance**  
**One Leg**

**Year 3 – Autumn 1**  
**Year 4 – Autumn 1**  
**Year 5 - Summer 1**  
**Year 6 – Summer 1**

**KS1 End Point:**

**On both legs:**

- 1. Stand still for 30 seconds with eyes closed with...
- 2. Complete 5 squats with...
- 3. Complete 5 ankle extensions with...

- minimum wobble (control).
- smooth, controlled movements.
- non-standing foot off the floor.

- Look forward and imagine a focus point.
- Use your arms to help you balance.
- Keep your tummy (core muscles) tight and back straight.

**Exceeding Upper KS2**

**On both legs:**

- 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...
- 2. Perform above challenge with eyes closed with...
- 3. Stand on uneven surface and pace cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...

- stability.
- smooth, controlled movements.
- consistent performance.

- Keep your core muscles tight.
- When reaching, you may need to stretch your other arm and leg back to counter balance.
- Use smooth, controlled movements.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	On both legs: 1. Stand still on uneven surface for 30 seconds with...  2. Stand still on uneven surface for 30 seconds with eyes closed with...  3. Complete 10 squats into ankle extensions with...  4. Complete 5 squats with eyes closed with...	stability.  smooth, controlled movements.  consistent performance.	Keep your tummy (core muscles) tight.  Use your arms to help you balance.  Use smooth, controlled movements.	movement repeatable smooth uneven maintain ankle extension controlled
<b>Upper KS2</b>	On both legs: 1. Complete 5 ankle extensions with eyes closed with...  2. Complete 10 squats into ankle extensions with eyes closed with...  3. Complete above 2 challenges on uneven surface with eyes open with...  4. Complete first 2 challenges on uneven surface with eyes closed with...	stability.  smooth, controlled movements.  consistent performance.	Keep your centre of gravity over your base of support.  Keep your core muscles tight.  Use smooth, controlled movements.	centre of gravity stability base vigorous persevere performance



**Dynamic Balance  
On a Line**

**Year 3 – Spring 1  
Year 5 - Autumn 2  
Year 6 – Autumn 2**

**KS1 End Point:**

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|--|---|--|
| <ul style="list-style-type: none"> <li>1. March, lifting knees and elbows up to a 90° angle with...</li> <li>2. Walk fluidly with heel to toe landing with...</li> <li>3. Walk fluidly, lifting knees and using heel to toe landing with...</li> </ul> | <ul style="list-style-type: none"> <li>● smooth, controlled movements and minimum wobble.</li> <li>● balance maintained on the line.</li> <li>● opposite arm and leg moving forwards smoothly.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep tummy (core muscles) tight and back straight.</li> <li>● Keep head still and look forward.</li> <li>● Use arms to help you move and balance as you walk, bringing them from 'hips to lips'.</li> </ul> |
|--|---|--|

**Exceeding Upper KS2**

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>1. Lunge walk backwards.</li> <li>2. Lunge walk backwards with opposite elbow at 90° with...</li> <li>3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90° with...</li> <li>4. Perform above challenges with eyes closed with...</li> </ul> | <ul style="list-style-type: none"> <li>● balance maintained on the line.</li> <li>● opposite arm and leg driving forwards.</li> <li>● fluidity and minimum wobble.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep head still, back straight and look forward.</li> <li>● Use arms to help you balance as you walk.</li> <li>● Concentrate on keeping centre of gravity over base of support.</li> </ul> |
|---|---|---|

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with...</li> <li>2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with...</li> <li>3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with...</li> <li>4. Complete all red challenges with eyes closed with...</li> </ul>	<ul style="list-style-type: none"> <li>balance maintained on the line.</li> <li>opposite arm and leg driving forwards.</li> <li>fluidity and minimum wobble.</li> </ul>	<ul style="list-style-type: none"> <li>Keep head still and back straight.</li> <li>Use smooth, controlled movements.</li> <li>Concentrate on keeping centre of gravity over base of support.</li> <li>Use my arms to help move and balance</li> <li>Practise the movement slowly.</li> <li>Move off balls of my seat</li> <li>Use my arms to balance as I move, bringing them from 'hips to lips'</li> </ul>	<ul style="list-style-type: none"> <li>sidestep</li> <li>stand</li> <li>front/reverse</li> <li>pivots</li> <li>continuous</li> <li>repeat</li> <li>lateral step-over</li> <li>lateral step-behind</li> </ul>
<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>1. Sidestep in both directions with...</li> <li>2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots with...</li> <li>3. Move sideways, stepping across body (lateral step-over) with...</li> <li>4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). with...</li> <li>5. Complete blue challenges then above challenges with eyes closed with...</li> </ul>	<ul style="list-style-type: none"> <li>balance maintained on the line.</li> <li>opposite arm and leg driving forwards.</li> <li>fluidity and minimum wobble.</li> </ul>	<ul style="list-style-type: none"> <li>Use my arms to balance as I move, bringing them from 'hips to lips'</li> <li>Keep head still, back straight and look forward.</li> <li>Use arms to help you balance as you walk.</li> <li>Concentrate on keeping centre of gravity over base of support.</li> </ul>	<ul style="list-style-type: none"> <li>lunge walk</li> <li>curved pathway</li> <li>base of support</li> </ul>



**Static Balance  
Stance**

**Year 3 – Summer 2  
Year 4 - Summer 2  
Year 5 - Spring 1**

**KS1 End Point:**

- On a line/low beam:**
1. Receive a small force from various angles with...
  2. Raise alternate feet 5 times with...
  3. Raise alternate knees 5 times with...
  4. Catch ball at chest height and throw it back with...
- both feet facing forwards.
  - balance maintained throughout.
  - minimum wobble (control).
  - Keep feet a shoulder width apart and knees bent.
  - Keep weight on balls of feet.
  - Keep back straight, head up and look forward at a focus point.

**Exceeding Upper KS2**

- On a line/low beam:**
1. Throw and catch small ball, catching across body with either hand with...
  2. Throw and catch 2 balls alternately, catching across body with either hand with...
  3. Volley large ball back to a partner with either foot with...
- balance maintained throughout.
  - minimum wobble (control).
  - good posture (head up/back straight).
  - Always try to keep centre of gravity over base of support.
  - Hold and adjust position when you have received or hit the ball.
  - Lower centre of gravity and widen base of support.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	On a line/low beam: 1. Raise alternate knees to opposite elbow 5 times with...  2. Catch large ball thrown at knee height and above head with...  3. Catch large ball thrown away from body with...  4. Catch small ball thrown close to and away from body with...	balance maintained throughout.  minimum wobble (control).  good posture (head up/back straight).	Keep feet a shoulder width apart and bend knees.  Keep head up looking forward.  Use smooth, controlled movements by twisting body to catch the ball.	opposite thrown knee height posture
<b>Upper KS2</b>	On a line/low beam: 1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body with...  2. Strike small ball back to a partner with a racket with...  3. Strike a small ball back to a partner from across body with a racket with...	balance maintained throughout.  minimum wobble (maintaining control of body).  good posture (head up/back straight).	Keep feet a shoulder width apart and bend knees.  Keep head up looking forward.  Bend knees and maintain a 'ready' position.	alternately racket partner across body





**Static Balance  
Floorwork**

**Year 3 – Summer 1  
Year 4 - Summer 1  
Year 6 - Spring 2**

**KS1 End Point:**

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|--|--|---|
| <ul style="list-style-type: none"> <li>1. Hold full front support position with...</li> <li>2. Lift 1 arm and point to the ceiling with either hand in front support with...</li> <li>3. Transfer cone on and off back in front support with...</li> </ul> | <ul style="list-style-type: none"> <li>● balance maintained throughout.</li> <li>● correct position held by keeping back straight.</li> <li>● control when changing balance/position.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep back straight and flat.</li> <li>● Keep legs straight and stretched out.</li> <li>● Keep hands in line with shoulders and complete slowly.</li> </ul> |
|--|--|---|

**Exceeding Upper KS2**

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with...</li> <li>2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed with...</li> </ul> | <ul style="list-style-type: none"> <li>● good posture maintained.</li> <li>● balance held without strain.</li> <li>● control while transferring objects with eyes closed.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep hands in line with shoulders, and back straight and flat.</li> <li>● Keep legs straight and stretched out.</li> <li>● Perform movements slowly and with control.</li> </ul> |
|---|--|---|

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	<ul style="list-style-type: none"> <li>1. Transfer tennis ball on and off back in a front support with...</li> <li>2. Transfer cone on and off tummy in back support with...</li> <li>3. Transfer tennis ball on and off tummy in back support with...</li> </ul>	<ul style="list-style-type: none"> <li>good posture straight back.</li> <li>balance held without strain.</li> <li>control while transferring objects.</li> </ul>	<ul style="list-style-type: none"> <li>Keep back straight and flat/tummy up.</li> <li>Keep legs straight and stretched out and breathe slowly.</li> <li>Keep core muscles tight and posture aligned.</li> </ul>	<ul style="list-style-type: none"> <li>back support</li> <li>strain</li> <li>control</li> <li>posture</li> <li>stretched</li> </ul>
<b>Upper KS2</b>	<ul style="list-style-type: none"> <li>1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back with...</li> <li>2. Rotate fluently from front support to back support, and then continue rotating with fluency with...</li> </ul>	<ul style="list-style-type: none"> <li>good posture (straight back).</li> <li>balance held without strain.</li> <li>control while rotating.</li> </ul>	<ul style="list-style-type: none"> <li>Keep back straight and flat (front support)/tummy up (back support).</li> <li>Keep hands in line with shoulders and legs straight and stretched out.</li> <li>Rotate slowly and with control.</li> </ul>	<ul style="list-style-type: none"> <li>fluently</li> <li>rotating</li> <li>contact</li> </ul>



**Coordination  
Ball Skills**

**Year 3 – Spring 1  
Year 5 - Autumn 1  
Year 6 - Autumn 1**

**KS1 End Point:**

**In 20 seconds or less:**

1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with...
2. Move a ball round waist 17 times with...
3. Stand with legs apart and move a ball around alternate legs 16 times with...

- control of the ball maintained throughout.
- ability to complete challenges in both directions consistently and smoothly.
- smooth movements with the ball.

- Move the ball with fingers, avoiding it touching body.
- Focus on maintaining good balance and looking straight ahead throughout.
- Perform movements smoothly and then gradually increase speed.

**Exceeding Upper KS2**

**In 20 seconds or less:**

1. Complete 12 long circles (forwards and then backwards) with...
2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions) with...

- smooth movements with the ball.
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.

- Perform movements smoothly and with control.
- Try to develop a good rhythm when completing the challenges.
- Concentrate on weight of throws, avoiding throwing the ball too hard, and move your hands into position. support.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	<p>In 20 seconds or less:</p> <ol style="list-style-type: none"> <li>1. Stand with legs apart and move ball in figure of 8 around both legs 12 times with...</li> <li>2. Move ball around waist into figure of 8 around both legs 10 times with...</li> <li>3. Move ball around waist and then around alternate legs 12 times with...</li> <li>4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce with...</li> </ol>	<p>smooth movements with the ball.</p> <p>ability to complete challenges in both directions consistently and smoothly.</p> <p>fluidity when changing hands.</p>	<p>Keep ball moving and away from body. Focus on maintaining good balance throughout.</p> <p>Keep head up, looking forward. Move the ball with my fingertips. Concentrate on performing the movements smoothly to begin with and then gradually increase their speed. Move the ball with my fingers, avoiding it touching my body.</p>	<p>waist</p> <p>criss-cross</p> <p>catches</p> <p>bounce</p> <p>direction</p> <p>figure of 8</p> <p>complete</p> <p>fluidity</p>
<b>Upper KS2</b>	<p>In 20 seconds or less:</p> <ol style="list-style-type: none"> <li>1. Stand with legs apart and complete 20 front to back catches with a bounce in between with...</li> <li>2. Perform above 30 times without ball bouncing in between. with...</li> <li>3. Complete above tasks with head up throughout with...</li> <li>4. Complete 11 overhead throw and catches with...</li> </ol>	<p>smooth movements with the ball.</p> <p>ability to complete challenges in both directions consistently and smoothly.</p> <p>fluidity when changing hands.</p>	<p>Concentrate on performing movements smoothly and with control.</p> <p>Keep back straight throughout.</p> <p>Focus on using 'soft hands' throughout.</p>	<p>front to back</p> <p>catches</p> <p>overhead</p> <p>throws</p> <p>soft hands</p>



**Coordination**  
**Sending/Receiving**

**Year 4 – Spring 2**  
**Year 5 - Summer 2**  
**Year 6 - Summer 2**

**KS1 End Point:**

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|--|--|--|
| <ol style="list-style-type: none"> <li>Strike a ball with alternate hands in a rally with...</li> <li>Kick a ball with the same foot with...</li> <li>Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with...</li> </ol> | <ul style="list-style-type: none"> <li>accuracy and weight when sending.</li> <li>a good position when receiving.</li> <li>fluency/rhythm throughout.</li> </ul> | <ul style="list-style-type: none"> <li>Vary the speed you send the ball to find which is most effective.</li> <li>Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball.</li> <li>Use backswing and follow through when striking/kicking.</li> </ul> |
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**Exceeding Upper KS2**

- |   |  |  |
|---|--|--|
| <ol style="list-style-type: none"> <li>Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously with...</li> <li>Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously with...</li> </ol> | <ul style="list-style-type: none"> <li>movement and timing to get in good position.</li> <li>accuracy and weight of throws.</li> <li>fluency/rhythm throughout.</li> </ul> | <ul style="list-style-type: none"> <li>Think about whether you need to control the ball with your feet first/let the tennis ball bounce.</li> <li>Focus on accuracy and speed of passes/volleys.</li> <li>With a partner, simultaneously volley a tennis ball with a racket and pass a ball along the ground for 30 seconds maintaining the quality of each movement.</li> </ul> |
|---|--|--|

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	<ol style="list-style-type: none"> <li>Alternately throw and catch 2 tennis balls against a wall with...</li> <li>Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with...</li> <li>Throw 2 tennis balls against a wall in a circuit, in both directions with...</li> </ol>	<p>accuracy and weight of throws.</p> <p>fluency/rhythm throughout.</p> <p>a good position when receiving.</p>	<p>Explore the strength of your throw to work out how much force is needed.</p> <p>Take up a balanced position, making sure hands are in a good ready position.</p> <p>Try repeating several times. movements.</p>	<p>cross-over</p> <p>opposite</p> <p>consistency</p> <p>circuit</p> <p>fluency</p> <p>repeatable</p>
<b>Upper KS2</b>	<ol style="list-style-type: none"> <li>With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes with...</li> <li>With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds with...</li> </ol>	<p>movement and timing to get in a good position.</p> <p>accuracy and weight of throws.</p> <p>fluency/rhythm throughout</p>	<p>Adopt a 'ready position' and communicate with partner so you know when they are ready.</p> <p>Focus on accuracy and speed of passes/throws.</p> <p>Keep this going in a circuit for 30 seconds.</p>	<p>communicate</p> <p>speed</p> <p>pass</p> <p>movement</p>



## Dynamic Balance Jumping/Landing

Year 3 – Autumn 2  
Year 4 – Autumn 2  
Year 5 - Summer 1  
Year 6 - Summer 1

### KS1 End Point:

1. Jump from 2 feet to 2 feet with 180° turn in either direction with...
  - good take off and height.
  - balance and control on landing.
  - soft landings.
2. Complete a tucked jump.
3. Complete a tucked jump with 180° turn in either direction with...
  - Swing arms to help gain height and use them to help balance on landing.
  - Keep head up on landing.
  - Bend knees on landing.

### Exceeding Upper KS2

1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with...
  - good take off and height.
  - balance and control on landing.
  - soft and controlled landings.
2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides) with...
3. Jump 2 feet to 2 feet with 360° turn (in both directions) with...
  - Swing arms to help gain height and use them to help balance on landing.
  - Pick a spot to focus on when you jump and turn.
  - Adjust centre of gravity to keep it over base of support when using the ball.

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with...  2. Hop forward and backwards, freezing on landing with...  3. Jump 1 foot to other forwards and backwards, freezing on landing with...  4. Hop sideways, raising knee and freezing on landing with...  5. Jump 1 foot to other sideways, raising knee and freeze on landing with...	good take off and height.  balance and control on landing.  soft and controlled landings.	Swing arms to help gain height and use them to help balance on landing.  Bend knees on take-off and landing.  Bend my knees and use my arms to help remain balanced on landing.  Land softly on balls of feet without noise, facing forward.  Keep my head up and back straight as I land	maintain forwards freeze backwards side-to-side maintain
<b>Upper KS2</b>	1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions) with...  2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions) with...  3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with...	good take off and height.  balance and control on landing.  soft and controlled landings.	I Swing arms to help gain height and use them to help balance on landing.  Bend knees on take-off and landing and use arms to help you balance.  Keep centre of gravity over base of support on landing.	vertical stance turn tuck lunge beam directions raising 180° - half turn gravity



**Counter Balance  
With a partner**

**Year 4 – Spring 2  
Year 5 - Autumn 2  
Year 6 - Autumn 2**

**KS1 End Point:**

- |  |   |   |
|--|---|---|
| <ol style="list-style-type: none"> <li>1. Hold on and, with a short base, lean back, hold balance and then move back together with...</li> <li>2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with...</li> <li>3. Perform above challenges with eyes closed with...</li> </ol> | <ul style="list-style-type: none"> <li>● balance maintained throughout.</li> <li>● smooth, controlled movements.</li> <li>● coordinated and controlled movements with partner.</li> </ul> | <ul style="list-style-type: none"> <li>● Keep tummy (core muscles) tight and body straight throughout.</li> <li>● Hold with straight arms when leaning back.</li> <li>● Hold on to partner's forearms and keep a short base.</li> </ul> |
|--|---|---|

**Exceeding Upper KS2**

- |   |   |  |
|---|---|--|
| <ol style="list-style-type: none"> <li>1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position with...</li> <li>2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position with...</li> </ol> | <ul style="list-style-type: none"> <li>● balance maintained throughout.</li> <li>● smooth, controlled movements.</li> <li>● coordinated movements.</li> </ul> | <ul style="list-style-type: none"> <li>● Make sure core muscles are tight.</li> <li>● Keep body straight throughout.</li> <li>● Start by leaning in and then slowly lean back using smooth, controlled movements.</li> </ul> |
|---|---|--|

	End Points	Declarative 'What they need to do/have/use'	Procedural 'How they will achieve it'	Vocabulary
<b>Lower KS2</b>	<ol style="list-style-type: none"> <li>1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with...</li> <li>2. Stand on 1 leg while holding on to partner's opposite foot with...</li> </ol>	<p>balance maintained throughout.</p> <p>smooth, controlled movements.</p> <p>coordinated movements with partner</p>	<p>Keep core muscles tight.</p> <p>Keep body straight, looking at partner throughout, and hold balance.</p> <p>Start by leaning in and then slowly lean back using smooth, controlled movements.</p>	<p>controlled counterbalance movements</p>
<b>Upper KS2</b>	<ol style="list-style-type: none"> <li>1. Complete all blue challenges with eyes closed with...</li> <li>2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together with...</li> <li>3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with...</li> </ol>	<p>balance maintained throughout.</p> <p>smooth, controlled movements.</p> <p>coordinated movements.</p>	<p>Keep core muscles tight and focus on partner.</p> <p>Keep body straight and maintain balance throughout.</p> <p>Start by leaning in and then slowly lean back using smooth, controlled movements.</p> <p>Drive my knees and arms when accelerating</p> <p>Keep a wider base when joined up to help counter balance</p>	<p>maintain taut trust smooth</p>





## Year 5 and 6

### Dance

Year 5- Spring 2

Year 6- Spring 1

Shapes  
Circles  
Partnering  
Artistry

#### Shapes

I can:

- Create multiple standing and floor shapes
  - balanced on 1 foot with other foot higher than 45°.
  - with 2 points of contact using combination of hands, arms and shoulders for support.
- Travel between shapes including rotation
  - on the floor (spirals and turns) and in the air.
  - in different directions.
  - at different speeds.

#### Circles

I can:

- Create complex movement led by a combination of circles made with different body parts and in different planes leading into
  - stepping, body movements and turns.
  - jumps with 1 foot take-off and landing, other leg extended.
  - jumps with 180° rotation and change of direction in the air (landing facing backwards).

#### Partnering (Shapes)

I can:

- Create standing and floor shapes in close contact
  - both balancing on 1 foot.
  - cross-bodied with 2 points of contact with the floor.
- Travel with my partner
  - incorporating spirals, rotation on the floor, jumping and cross-bodied finishing positions.

#### Partnering (Circles)

I can:

- Create sequences of movement led by combinations of circles made with different body parts and in different planes
  - leading into and out of turning.
  - in unison.
  - while mirroring.

#### Partnering (Lifts)

I can:

- Create sequences of movement, turning and jumping
  - leading into and out of partner supports.
  - leaning towards and away from my partner.
  - in unison.
  - in canon.
  - independently from my partner.

#### Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
  - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes.
  - fluently without stopping.

#### Artistry (Musicality)

I can:

- Create a combination of shapes, circle and silk moves
  - both matching and in contrast to the melody or the main song line.
  - responding to musical phrases.

#### Artistry (Making)

I can:

- Create a sequence of a minimum of 6 various moves
  - with movements made both with arms and legs.
  - in unison followed by moves in contrast and performed independently of my partner.





## Year 4 Dance Spring 1

Shapes  
Circles  
Partnering  
Artistry

### Shapes

I can:

- Create multiple standing and floor shapes
  - balanced on 1 foot.
  - with arms at different planes.
  - with torso rotated and bent.
  - with 2 points of contact with the floor.
  - facing up and sideways.
- Travel between shapes including rotation
  - on the floor and in the air.
  - in different directions.

### Circles

I can:

- Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into
  - turning.
  - jumping with good height, speed and various body shapes in the air.

### Partnering (Shapes)

I can:

- Create standing and floor shapes
  - at different levels.
  - without contact.
  - with 1 hand contact.
- Jump with backward rotation when moving between shapes.

### Partnering (Circles)

I can:

- Create sequences of movement led by large horizontal and vertical single arm and leg circles and semi-circles
  - with turns led by arms, foot and knee.
  - in unison.
  - at different speeds/directions.

### Partnering (Lifts)

I can:

- Create and support jumps palm to palm/palm to lower back
  - with 360° rotation in the air.
  - with 1 foot take-off and landing.
  - holding star shape in the air.
  - finishing by leaning against my partner.
  - in canon.

### Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
  - where silk moves lead me into stepping, jumping, floor moves and floor shapes.

### Artistry (Musicality)\*

I can:

- Create combination of shapes, circle and silk moves
  - matching the energy of the music.
  - in time to the beat and the rhythm.
  - matching 1 instrument playing off the main beat.

### Artistry (Making)

I can:

- Create a sequence of a minimum of 5 moves
  - with limbs in different planes and directions.
- Perform both in my and my partner's place.







## Year 5 and 6

### Dance

Year 5- Spring 2

Year 6- Spring 1

Shapes  
Circles  
Partnering  
Artistry

#### Shapes

I can:

- Create multiple standing and floor shapes
  - balanced on 1 foot with other foot higher than 45°.
  - with 2 points of contact using combination of hands, arms and shoulders for support.
- Travel between shapes including rotation
  - on the floor (spirals and turns) and in the air.
  - in different directions.
  - at different speeds.

#### Circles

I can:

- Create complex movement led by a combination of circles made with different body parts and in different planes leading into
  - stepping, body movements and turns.
  - jumps with 1 foot take-off and landing, other leg extended.
  - jumps with 180° rotation and change of direction in the air (landing facing backwards).

#### Partnering (Shapes)

I can:

- Create standing and floor shapes in close contact
  - both balancing on 1 foot.
  - cross-bodied with 2 points of contact with the floor.
- Travel with my partner
  - incorporating spirals, rotation on the floor, jumping and cross-bodied finishing positions.

#### Partnering (Circles)

I can:

- Create sequences of movement led by combinations of circles made with different body parts and in different planes
  - leading into and out of turning.
  - in unison.
  - while mirroring.

#### Partnering (Lifts)

I can:

- Create sequences of movement, turning and jumping
  - leading into and out of partner supports.
  - leaning towards and away from my partner.
  - in unison.
  - in canon.
  - independently from my partner.

#### Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
  - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes.
  - fluently without stopping.

#### Artistry (Musicality)

I can:

- Create a combination of shapes, circle and silk moves
  - both matching and in contrast to the melody or the main song line.
  - responding to musical phrases.

#### Artistry (Making)

I can:

- Create a sequence of a minimum of 6 various moves
  - with movements made both with arms and legs.
  - in unison followed by moves in contrast and performed independently of my partner.





## Year 3 Dance Spring 2

Shapes  
Circles  
Partnering  
Artistry

### Shapes

I can:

- Create multiple standing and floor shapes
  - with torso rotated.
  - with 3 points of contact with the floor.
  - facing up and sideways.
- Travel between shapes including stepping into jumping.
- Rotate in jumps.

### Circles

I can:

- Create exact and repeatable movement led by both single arm and leg circles and semi-circles leading into
  - body dropping and turning.
  - turning with body tilted.
- jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps).

### Partnering (Shapes)

I can:

- Create standing and floor shapes
  - opposite and entwined with my partner.
  - as close as possible without touching.
  - facing up, down and sideways.
- jumping with rotation when moving between shapes.
- in canon.

### Partnering (Circles)

I can:

- Create movement led by horizontal and vertical single arm circles and semi-circles
  - followed with steps.
  - followed with body action.
- in unison.
- in canon.
- mirroring my partner.

### Partnering (Lifts)\*

I can:

- Create partner balances with one standing and the other on the floor.
- Create and support jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing.

### Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
  - pausing my movement to create shapes.
  - using those shapes as my starting and finishing positions.
  - including jumps with rotation.

### Artistry (Musicality)\*

I can:

- Create shapes, circle and silk movements
  - at different speeds to follow the music without stopping.
  - making them specific to stress what the music is doing.

### Artistry (Making)

I can:

- Create a sequence of a minimum of 5 moves
  - similar and then in contrast to my partner's.
  - with various starting and finishing positions.

