



Physical Education at Falconhurst School



Impact of Physical Education at Falconhurst School

At Falconhurst we aim to strongly implement all of the skills learnt in PE so the children can be motivated to maintain a happy healthy lifestyle through their Falconhurst journey and beyond.

We want our children to be able to independently develop alongside the use of PE curriculum and achieve their personal best in everything they do not exhaustive of PE and sport.

At Falconhurst we monitor and assess the impact of physical education in these ways:

- Children see PE and sport as a positive part of their education and will actively want to participate in extracurricular offerings.
- Children understand a balanced diet and healthy lifestyle and take this knowledge into their wider community lives.
- Constant verbal feedback is given during lessons both positively and constructively in order to enhance pupil performance and understanding.
- Children become engaged sufficiently where they can peer and self-review within lessons.
- Children have increased their subject vocabulary due to the wide range of subject knowledge they will have access to.
- Pupils are challenged in order to encourage them to achieve their personal best.
- The impact of swimming will be measured by a qualified swim instructor and based on those who can swim 25m by the end or before the end of KS2.
- Children have access and will actively seek members of staff to discuss their mental well-being.
- Due to the strong importance set on PE at Falconhurst, parents and families will be encouraged to be involved at appropriate times. As well as being informed of success the children are having within the subject.
- Strong emphasis put on reward and acknowledgment due to the encouragement of a love of sport, PE and physical and mental wellbeing.
- Children to have the best chance of living and maintain happy, healthy lives.
- Children attend sporting events outside of the classroom.

We measure the impact of PE using the National Curriculum and the Key Milestones that are measured throughout the teaching of Physical Education.

Skills, knowledge and understanding assessed as not being secured yet is monitored and woven into future plans to ensure learning is secured. Impact is measured in class observations and ongoing formative assessments (revisiting sticky knowledge, low-stakes quizzing and flashbacks), self and peer assessments, pupil interviews, phase team and staff meetings and summative assessments

Intent

Falconhurst believes that Physical Education (PE) is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Falconhurst, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. It is our intention that all children are provided with opportunities to experience competitive sport by engaging in various ability level local competitions as well as intra competitions on a regular basis.

This process of knowledge acquisition begins in EYFS with a focus on gross motor skills, movement and fundamental skills. This is the ideal foundation for later composite learning in key stage one and two.

Characteristics of a Physically Active Pupil

<ul style="list-style-type: none"> The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others performance and the ability to work independently for extended periods of time without the need for guidance or support. 	<ul style="list-style-type: none"> The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others High levels of physical fitness A health lifestyle, achieved by eating sensibly, avoiding smoking, drugs, alcohol and exercising regularly A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport <p>The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.</p>
--	---

Early Learning Goals	Essential National Curriculum Opportunities Key Stage 1	Essential National Curriculum Opportunities Key Stage 2
<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Swimming and water safety: take swimming instruction either in Key Stage 2.</p> <p>Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Take part in athletics activities.</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Swimming and water safety: take swimming instruction</p>

Essential Learning Objectives	EYFS Development Matters	End Milestone End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Games</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Pass ball accurately to partner</p> <p>Making decisions about where and when to run showing an awareness of others</p> <p>Perform a range of skills to include rolling a ball, throwing, striking, kicking and catching</p> <p>To use different skills in games e.g. varying passes in netball/football</p> <p>Show an understanding of defensive and attacking skills in games</p> <p>Lead others where appropriate - aiding partners and taking warm ups/cool downs etc</p>	<p>Choose the appropriate tactics to stop the opposition from scoring and help team score.</p> <p>Choose effective positions for attacking and defence.</p> <p>Maintain the possession of a ball for a longer amount of time, using feet, hands or stick.</p> <p>Pass to team mates when appropriate.</p> <p>Make up a game based on a recognised game - with simple rules and a scoring system.</p> <p>Start to show leadership qualities and ability to collaborate with team mates</p>	<p>To be able to transfer skills in all games and choose the most effective skill to succeed in any particular game.</p> <p>To understand the principles of attack and defence when playing recognised versions of games / sports.</p> <p>Hit a ball with purpose and varying speed - eg backhand and forehand in tennis and striking in rounders and cricket.</p> <p>Use varying bowling and fielding techniques with accuracy.</p> <p>Uphold the spirit of fair play in all competitive situations by showing good role model and leadership skills.</p>

Dance	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Choose a movement to communicate a mood or feeling. Link several movements together with control and some co ordination. Show an awareness to the rhythm in relation to dance moves - changing speed and direction.	Plan, perform and repeat sequences refining them into linked sequences. Create dances that show emotions and respond to different types of music effectively. Create own short dances using movement phrases linked with repeating motifs.	· Compose, create and perform an imaginative dance sequence. · Develop and adapt motifs to make dance phrases and include them in longer dance performances. · Show an ability to collaborate and lead, suggesting improvements.
	Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.			
	Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Perform rolls such as teddy bear, pencil and forward roll down incline. Maintain a range of balanced showing extension and tension Jump in a variety of ways showing balance and safe landing. Link two or more actions to make a sequence	Create sequences that include : travelling, balances and rolling. Vary speed, direction and level and body rotation on floor and apparatus. Perform a short gymnastic routine with a partner which shows creativity and good techniques in the above mentioned skills.	Create sequences that include : travelling, balances, flight, vaulting and rolling that are well executed. Practise and refine gymnastic techniques listed above, in performances. Hold shapes that are strong and expressive on the floor and apparatus, showing control and creativity. Vary speed, direction and level and body rotation on floor and apparatus.
Gymnastics	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing			
Swimming	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics,		Swim a width using more than one stroke - co ordinating leg and arm movements appropriately. Swim below water, using the appropriate breathing techniques.	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situation

		sport and swimming.			
	Athletics	Understand the difference between jogging and sprinting. Be able to throw with some accuracy, underarm and overarm To be able to perform a jump in a number of ways eg standing long jump, hopping, one foot to two feet showing they can land safely.	Introduction to running techniques for short, middle and long distance running. Develop techniques for different kinds of jumping - triple and long jump, standing long jump, standing high jump. Introduce skills for successful throwing for distance.. Compete against each other in athletic events and understand how to improve by evaluating own and others'	Sprint using effective techniques showing correct leg action, body position, driving arms. Throw accurately and for distance - analysing technique and body position to improve. Show control in take off and landing when performing jumps of both height and length. Compete with others, keeping a record to help improve personal best targets.	
	Outdoor Adventurous Pursuit	To be able to understand what is and what isn't a risk in the environment. Show ability to lead and be part of a team. To be aware of the environments and it's changing conditions. Empathise with others and offer support.	Identify risks and how to manage them. Show the ability to both lead and form part of a team. Support others and seek support if required. Show initiative when challenges don't work out and work through a way to solve them. Use simple maps to aid orienteering	Select appropriate equipment for an outdoor adventure. Identify risks and how to manage them. Gain respect of team by showing both good leadership and collaboration qualities. Remain positive in challenging situations. Use orienteering skills. Assess changing conditions and adapt plans- ensuring safety comes first.	

Implementation of Physical Education

To ensure the robust impact of physical education children at Falconhurst are expected to encounter a range of sporting activities so that they develop the essential and practical skills required to participate, compete and lead a healthy lifestyle. We use PE Passport as a framework for our curriculum as this provides plentiful opportunities for children to build their skills, confidence and knowledge systematically throughout each Key Stage.

The vertical accumulation of knowledge and skills that is taught from Nursery to 6 is mapped below

PE overview- what is taught when:

	Cycle 1			Cycle 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Nursery	Dance Nursery rhymes. Dance Seasons	An adventure with the Emergency services. Locomotion 1	Gymnastics parts low and high. Target games 1	Gym Low and high	Dance Nursery rhymes. Seasons	An adventure with the Emergency services
Reception	Fundamental 1/ Locomotion 2. Dance jungle / Gym flight, bouncing, jumping and landing.	Target games 1. Invasion games 1.	Athletics. Striking and fielding 1.	Fundamental 1/ Locomotion 2. Dance jungle / Gym flight, bouncing, jumping and landing.	Target games 1. Invasion games 1.	Athletics. Striking and fielding 1.
Year 1-2	Fundamental 2/ Gym Spin and twist. Net and wall 2 / Gym small and long	Fundamental 3/ Target games 2. Dance mini beasts/ Invasion 2.	Dance Fire of London / Target games 3. Athletics 2 / striking and fielding 2	Invasion games 1. Invasion games 2/ Fundamental 3.	Gym wide and narrow/ roll and balancing. Striking and fielding	Target games 2 Athletics
Year 3-4	Gym roll and travel/ Hockey. Basketball / Handball.	Gym partner push/ Tag rugby. Dance around the world / Netball.	Tennis / Rounders. Athletics / OAA	Tag rugby Netball Dance Egyptians.	Gym Symmetry/ asymmetry. Badminton	Tennis Rounders/ Hockey.

Year 5-6	Dance WW2 / Basketball. Hockey / Team building.	Gym counter balances / Tag rugby. Health related fitness / Football.	Athletics/ OAA. Badminton / Cricket.	Handball/ Badminton. Tag rugby/ Gym.	Basketball / Hockey. Dance Hakka/ Athletics.	Cricket/ Football. Athletics 2/ health related fitness
----------	--	--	--------------------------------------	---	---	---

Skills and Knowledge Progression Map						
		Early Learning Goals		Milestone 1	Milestone 2	Milestone 3
		Nursery	Reception	Year one and two	Year three and four	Year five and six
Games Target games Skills	Skills	Throw a ball with increasing accuracy Strike, kick and roll a ball Work with others and take turns	Throw a ball underarm with some accuracy. Throw underarm accurately, work with other to take turns. Strike a ball with my foot for power. Kick a ball with some accuracy with both feet. Roll a ball with some accuracy. Roll with some accuracy with both hands.	Target games 2-Coordinate the skills of punting a ball. Coordinate the action of punting with either foot, punt a ball with increasing accuracy with both feet. Strike a ball at a target using equipment, strike with increasing accuracy. Strike a ball, at a target, with some degree of force, strike into a space. Throw a ball overarm with some accuracy at a target. Throw overarm on , 'one bounce' to a friend Receive a ball consistently well after once bounce. Target games 3 -Throw, kick, roll and punt a ball with some accuracy. Strike a ball with a racket or bat to a target with some degree of force.	Handball -Send using a javelin style pass accurately, catch a handball on the run. Pass and receive the ball on the move, pass quickly under pressure. Throw/shoot accurately using good overarm technique. Intercept passes, block a shot. Participate purposefully in a small sided game, play to the rules of the game. Show a wide range of skills, play a variety of positions with equal proficiency.	
	Knowledge	It is important to stand with one leg forward, the opposite leg to the hand I am throwing from	It is important to stand with one leg forward, the opposite leg to the hand I am throwing from	Work with a friend and encourage them to punt better Which part of the foot I need to strike with Choose correctly when it is best to throw underarm and when to throw overarm Target games 3- What position I need to be in to throw well To change my stance when rolling a ball What technique is needed to strike a ball.	I can keep control of my emotions whilst playing a tournament. Signal with my hands when I want to receive a pass How to lose an opponent That I can throw at the top of my jump and that shooting high or low is likely to be successful Why a goal keeper can come off his/her line That I can turn my body to defend Importance of team work and sportsmanship	

Games Net and Wall games	Skills		See target games	See target games	<p><u>Tennis</u> Take up a ready position and move into good positions to strike the ball Play hand tennis Hit consistent forehands returns Get into good positions Strike back hands and be in a good position. Serve from the baseline into opponents court. Move into the correct positions. Use tactics against an opponent.</p> <p><u>Basketball</u> I can control a basket ball , dribble and keep my head up and be aware of my environment I can pass the ball using good techniques I can communicate with my team mates. I can use the correct technique of balance, elbow, eyeline, and follow through to shoot a basket ball I can dribble, pass and shoot</p>	<p><u>Basketball</u> I can control the ball with both hands And protect the ball under pressure I can pass the ball using different techniques I can use different skills like varying speed and direction I can mark a player I can use the correct technique of balance, elbow, eyeline, and follow through to shoot a basket ball I can dribble, pass and shoot</p> <p><u>Badminton</u> Assume a position of readiness. Hit a forehand. Perform a forehand and backhand serve, serve with accuracy. Move quickly to be in a position to consistently return a shuttle. Serve long and short. Demonstrate a split step and understand its use. chasse in to the net to retrieve shots, play deft shots. Smash, drop shot, perform different shots consistently and with accuracy. Compete in intra school badminton tournaments, demonstrate the school games values</p>
	Knowledge				<p><u>Tennis</u> What the ready position is. To hit with a full backswing That I can play backhand with one or two hands The rules of tennis My own and opponents strengths and weaknesses How to vary my movement</p> <p><u>Basketball</u> How to vary movement Rules and terminology of basketball The techniques of passing : chest pass and bounce pass How to maintain possession How to work as a team to find space How to communicate and understand the principles of of attacking and defending.</p>	<p><u>Tennis</u> How to hold a racket To vary my serve That I need to move around How to keep score</p> <p><u>Badminton</u> Know how to grip a racket. Why is it important to serve in different ways Where to stand when serving That I need to target my opponents' weaknesses, When to play different shots How to keep score.</p>
Games Invasion games	Skills		<p>Invasion 1-Get into a good ready position to receive bounce passes. Pass the ball from my chest using a bounce pass. Change direction confidently and competently, move around safely in a limited space. Bounce a ball and track it with my eye, keep my head up and travel whilst bouncing a ball. Bounce / dribble a ball with my feet with good control, trap a ball using my foot. Push pass a hockey ball, receive a hockey ball. Dribble a ball with my feet with good control, stop a ball on the run by trapping it.</p>	<p>Invasion 2 -Throw overarm for my partner to catch after one bounce. Catch a ball after one bounce. To move my opponent around the court when playing against them. Track an opponent Intercept a pass. Dodge to beat an opponent Close the space down that attackers have to work. Pass the ball consistently with control, retain possession of the ball. Compete with some special awareness in team games, pass and move decisively.</p>	<p>Tag rugby – Scoop up the ball from the floor. Dodge to avoid being tagged by an opponent, tag safely. Pocket pass with accuracy from my right and left, make a target to receive the ball, send and receive a ball under pressure. Pass a rugby ball backwards accurately, dummy a pass. Pass backwards consistently, create an overlap. Pass, missing out players in a line, set up defensively opposite an opponent. Apply a range of skills effectively in a game of rugby, play to the rules.</p>	<p>Hockey – Hold the stick correctly. Dribble the ball with my head up. Indian dribble, push pass accurately. Jab tackle. Work with a partner to get past a defender Develop a range of attacking skills and strategies. Develop my skills in different positions. Respect the rules of the game and decisions of my peers, adapt tactics in a game if they are not working.</p> <p>Tag rugby- Pop pass and pocket pass, tag someone safely What constitutes a try and what doesn't. Send and receive a ball on the run and under pressure, pass well to my left and right. Pass a rugby ball backwards consistently. Pass accurately</p> <p>Football – Demonstrate skill and close control Pass the ball and move into a space. Combine skills to allow my team to retain possession Dribble at different tempos. Identify which shooting technique to use to be successful. Keep the ball moving when running at an opponent. Communicate well with my teammates. I can defend thoughtfully. Combine skills to create a goal scoring opportunity. Cooperate, communicate and collaborate with</p>

						others to achieve shared goals Officiate if given the chance, play competitive games and control my emotions.
	Knowledge		How far to bounce a ball between me and a friend How to move around How to use my fingers when pushing a ball down That my hands need to be soft when receiving a hockey pass How to use 'Big toe' Little toe' to dribble the ball close to me.	How to receive a bounce pass How to move around and be aware of others That we only use the flat side of a hockey stick Use soft hands when receiving a hockey pass How to use 'Big toe' Little toe' to dribble the ball close to me.	How to hold a rugby ball How to score a try To shout tagged when I grab an opponents' tag To run at a pace when attacking What a knock on and forward pass are. To defend across the width of pitch. The offside rule	Hockey That I use the flat side of the stick How to carry out a jab tackle When to pass a ball and when to dribble How to tackle and defend The rules of hockey Tag rugby How to grip a ball and the importance of carrying in two hands How to pop and pocket pass What position to be in when passing To close the space when defending Organise attacking lines When advantage is and isn't played Football To move to a space after passing How to get free from a defender The skills for defending What a overload, overlap and underlap are The importance of concentration The rules of the game

Cycle one						
		Early Learning Goals		Milestone 1	Milestone 2	Milestone 3
		Nursery	Reception	Year one and two	Year three and four	Year five and six
Location	Skills	Locomotion 1 - Find a space, walk forwards, backwards, stopping when instructed. Negotiate space successfully. Work as part of a team. Hop on either leg. Move freely and with pleasure and confidence in a range of ways, jump in different ways and in control. Dodge, slide to the left and right. Gallop, manipulate objects whilst galloping, gallop confidently, with either leg as the lead.	Locomotion 2- jump in a variety of ways Jump for distance Jump from a standing position. Jump with scissor kick, jump with a small run. Skip with a rope, skip with more consistency with a rope Jump for a variety of reasons.			
	Knowledge	Understand need for taking new challenges. How to travel backwards Need for safety when tackling new challenges How to share equipment How to play by the rules What a jump and gallop is	To bend my legs when jumping That there are a lot of different ways to jump Which foot feels better to jump from That there are a variety of skipping techniques			
Fundamental skills	Skills	Stability - Balance on one leg. Twist, bend and reach, jump, respond quickly to instructions. Push up, down, forwards, backwards, high, pull up, down, forwards, backwards, high. Jump in a variety of ways, leap. Maintain balance when lifting and balancing Pick something up when stood on one leg. Dodge and use space safely.	Fundamental 1 -Run skilfully. Negotiate space. Pick up, carry and put down with care. Use tools to help me manipulate objects. Show increasing control over an object Control my emotions whilst playing games. Balance on one leg, move through obstacles skilfully. Be excited about, and confident in, my jobs, encourage my teammates whilst I wait my turn. Thread objects, Play games fairly.	Fundamental 2- Hop, move carefully retaining balance. Travel backwards, share space. Jump in a variety of ways. Dodge, move safely with awareness of others Evade others, attack and defend. Punt a ball, strike a ball Fundamental 3- Skip using a rope Jump in a variety of ways. Dribble a ball with either hand Travel with a ball with my head up and the ball under control. Receive a ball, trap and pass. Cushion a pass sent to me. Pass in different ways, pass accurately. Jump for height Broad jump for distance. Catch consistently well.		

	Knowledge	That focussing can help me to balance The difference between a push and a pull What parts of my body are important to jump well	What a good space to stand in is To take my time To run with my head up To take turns To work carefully and that rushing can make mistakes Some effects of exercise on my body	Fundamental 3- That there are different ways of jumping To relax while dribbling How to turn my foot to cushion the ball The difference between a vertical and broad jump To make a target		
Gymnastics	Skills	Travelling Stopping, mirror movements, shapes. Make up a short sequence Use apparatus safely. Travel in different ways along the floor Balance on different body parts. Jump in different ways, use apparatus imaginatively. Travel with confidence and skill around, under, over and through. Travel stop and balance with control in curled or stretched shapes. Travel high and low in different pathways. Link two movements together. Travel in different ways with the weight on my hands. Start and finish my work in interesting ways	Flight Jump in a variety of ways Construct a simple jumping sequence with a partner. Jump showing good technique throughout take-off and landing. Control a star jump and pencil jump. Jump through turns with control. Jump as part of a sequence of other movements. Jump and show a tucked body shape in the air, jump as part of a sequence of other movements. Change leg position whilst I am in the air. Execute a variety of jumps and leaps with control Include jumps and leaps in sequence work on the floor and apparatus.	Spinning and twisting Demonstrate agility, balance and coordination Perform a twist and then roll Change the point of contact in balances by leading into the next balance by twisting, counter balances Work in synchronisation with a partner Mirror the moves of my partner Create a sequence with clear start and controlled twists. Pathways small and long -Step in controlled elegant moves Create a sequence involving stepping and moving. Push and pull myself along the ground Produce a sequence by travelling in specific ways. Step and turn gracefully Jump in different pathways with coordination, perform a zig-zag sequence. Create a sequence in curved pathways on the floor and on apparatus Travel across the floor like a spider. Use different pathways within a sequence, mount and dismount apparatus using different pathways.	Rolling and travelling Forward roll with good technique and control Perform as part of a sequence of rolls. Link forward rolls into a rolling sequence seamlessly, roll along benches. Roll backwards and come to standing without knees touching the mat Roll backwards into straddle. Create a sequence involving a variety of rolls, roll over a partner. Mirror a partner roll with good timing, act on feedback from others. Produce a sequence of rolls which show elements of unison, canon and mirroring.	Counter balances Hold controlled balances on a variety of points and patches on a given number of body parts Create a sequence of moves in unison with a partner. Evaluate the work of others Hold a range of symmetrical and asymmetrical counter balances Roll as part of a balancing and rolling sequence Challenge myself to improve. Use my own bodyweight in opposition to the apparatus Link skills to perform actions and sequences. Perform a sequence in canon at different levels Link symmetrical and asymmetrical counter balances using traditional moves Evaluate the work of others using correct technical language. Work in a group, perform asymmetrical counter balances in a sequence, using canon or unison, use the apparatus and or pupils when balancing Enjoy competing and challenging yourself to improve.
	Knowledge	How to share apparatus How to work safely What patches are To show tension in movements What symmetrical looks like How to jump and land safely To start and finish my work in strong positions	Know to bend my legs How to share space What a half turn and a quarter turn is How to gain extra elevation To start and finish my work in interesting ways.	What patches are Know the difference between symmetry and asymmetry Know ways of twisting the body How to perform a fluent routine Know how to counter balance using equipment How to coordinate with a partner How to uplevel my work	How to perform a forward and backward roll safely How to adjust my hands How to mirror a partner How to present	How to link skills What counter balance is What push and pull forces are How to use a range of dynamics How to use a combination of canon and unison to make a group sequence