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| FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Rolls** | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | Curled side roll (egg roll)  Log roll (pencil roll)  Teddy bear roll |  |  |  | | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled) | |  |  | | --- | --- | | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking for forward roll  Crouched forward roll |  | | Crouched forward roll  Forward roll from standing  Tucked backward roll | Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle | |  | | --- | | Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle | | Forward roll from standing  Straddle forward roll  Pike forward roll  Dive forward roll  Tucked backward roll  Backward roll to straddle  Backward roll to standing pike  Pike backward roll |
| **Jumps** | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Straight jump  Tuck jump  Jumping Jack  Half turn jump |  |  |  |  |  |  | |  | | | | | | | | Cat spring | Cat spring to straddle | Straight jump half-turn  Cat leap | Straight jump full-turn  Cat leap  Cat leap half-turn | Split leap | Stag leap |
| **Handstands and cartwheels** | | | | | | |
| Bunny hop | Front support wheelbarrow with partner | T-lever  Scissor kick | Handstand  Lunge into handstand  Cartwheel | Lunge into cartwheel | Lunge into round-off | Hurdle step  Hurdle step into cartwheel  Hurdle step into round-off |
| **Travelling** | | | | | | |
| Tiptoe, step, jump and hop | Hopscotch  Skipping  Galloping | Straight jump half-turn | Tiptoe, step, jump and hop  Chassis steps  Cat leap | Straight jump full turn  Cat leap half turn  Pivot | Refine travelling taught in previous years | |
| Shapes and balances | | | | | | |

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| Standing balances  Tuck, star, straight shapes  Three point balances | Standing balances  Kneeling balances  Pike and straddle shapes | Three and two point balances  Balances on apparatus  Balances with a partner  Front and back support | Matching and contrasting partner balances  Front and back support | One point balances  Balances with and against a partner | Part body weight partner balances | Develop technique, control and complexity of part-weight partner balances  Group formations |
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| FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Perform** | | | | | | |

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| Control my body when performing a sequence of movements.  Participate in simple games. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence. | Perform and create sequences with fluency and expression.  Perform and apply skills and techniques with control and accuracy. | Perform own longer, more complex sequences in time to music.  Consistently perform and apply skills and techniques with accuracy and control. | Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Begin to record their peers’ performances, and evaluate these. |