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| FS2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6  |
| **Rolls** |
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| 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) |

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| 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 |

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| 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** |
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| Straight jump Tuck jump Jumping Jack Half turn jump  |   |  |  |  |  |  |
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 | 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 shapesThree point balances  | Standing balances Kneeling balances Pike and straddle shapes  | Three and two point balancesBalances 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.  |