



At Furzefield, we know that active, healthy children achieve more. At school, we have created an enabling environment where EVERY child feels included, valued, challenged and supported to achieve their potential in PE, school and beyond.

We use the **Jasmine Real PE** scheme alongside **iMoves** for dance to enhance our teaching of PE so that each child can develop their fundamental movement skills through gymnastics, dance, team sports and athletics as well as developing important life skills such as personal, social and creative skills. Teachers also have access to alternative resources to **promote wellbeing**.

Unit Overview									
		Alternative							
Year	Primary sport	Secondary sport	resources for						
group			wellbeing						
N & R	Gymnastics, early PE skills	Running, motor skills	-						
Year 1	Jasmine real gym: wall bars	Jasmine real PE or Balls skills including football	 Orienteering Yoga 						
Year 2	Jasmine real gym: wall bars	Jasmine real gym: wall bars Jasmine real PE or Balls skills including football							
Year 3	Football and hockey	Jasmine real PE or Yoga	learning cards						
Year 4	Football with Crawley Town FC	Football with Crawley Town Jasmine real PE or orienteering							
Year 5	Football and hockey	Jasmine real PE or swimming	schools programme						
Year 6	Football and netball	Football and netball Jasmine real PE or swimming top-up (where needed)							
N & R	Gymnastics, Early PE skills	-							
Year 1	iMoves dance: Fairy Tales and Construction	Jasmine real PE or Balls skills including football							
Year 2	iMoves dance: Combat and Cheerleading	Jasmine real PE or Ball skills including football							
Year 3	iMoves dance: Hip-Hop	Jasmine real PE or Ball skills including tennis							
Year 4	iMoves dance: Ancient Greeks	Jasmine real PE or Orienteering							
Year 5	iMoves dance: Hip-Hop and Samba	Jasmine real PE or Hockey							
Year 6	iMoves dance: Vikings and Combat	Jasmine real PE or Netball Swimming top up where needed.							
	S								
N & R									
Year 1	Athletics and team games Athletics, preparation for	Running and motor skills Jasmine real PE or striking and fielding							
Year 2	sports day and district	Jasmine real PE or striking and fielding							
Year 3	competitions Jasmine real PE or striking and fielding								
Year 4		Jasmine real PE or cricket	-						
Year 5		Jasmine real PE or cricket	-						
Year 6	Athletics and cricket	Jasmine real PE or rounders							
		Swimming top up where needed.							



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Furzefield Primary School Progression in PE



Progression of Skills



TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.



LEAD **OTHERS**

I can involve others and motivate those around me to perform better. 2

IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.



APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Expected - End of Upper Key Stage 2

CONSISTENTLY **TRY TO IMPROVE**

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.





Expected - End of Upper Key Stage 2

CONSISTENTLY **TRY TO IMPROVE**

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2



I know where I am with my learning and I have begun to challenge myself.

TAKE

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Expected - End of Key Stage 1





I try several times if at first I don't succeed I can help, praise and encourage others in and I ask for help when appropriate.

HELP AND ENCOURAGE

their learning.

STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.



I enjoy working on simple tasks with help.

UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



Furzefield Primary School Instilling a love of learning



Furzefield Primary School Progression in PE



RFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.

MAKE

GOOD DECISIONS

I have a clear idea of how to develop my

own and others' work. I can recognise

and suggest patterns of play which will

increase chances of success and I can

develop methods to outwit opponents.



VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.

EXPRESS. ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.



PLAN MY **OWN FITNESS**

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2

DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

AND CHANGE I can link actions and develop sequences

REFINE

of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2

EXPLAIN WHY

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.

RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.



Expected - End of Key Stage 1

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

FOLLOW INSTRUCTIONS

I can follow simple instructions.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

OBSERVE AND COPY

I can observe and copy others.

PRACTISE

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.



Progression of Skills



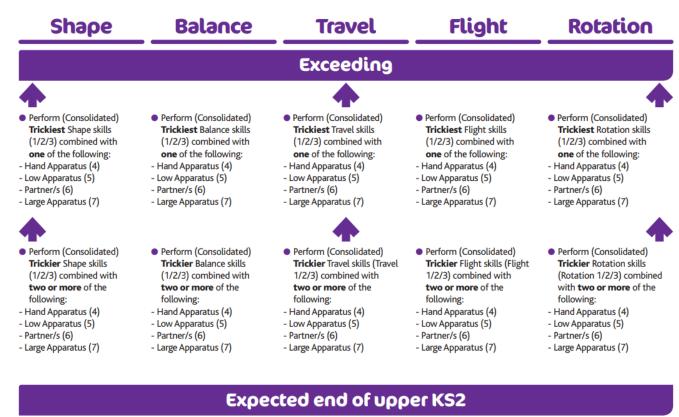












- Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3).
- Perform (Consolidated) Trickier Shape skills combined with one of the following:
- Hand Apparatus (4)
- Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)
- Perform (Consolidated) Trickiest Balance skills on the floor (1/2/3).
 - Perform (Consolidated) Trickier Balance skills combined with one of the following:
 - Hand Apparatus (4) - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)
- Perform (Consolidated) Trickiest Travel skills on the floor (1/2/3).
- Perform (Consolidated) Trickier Travel skills combined with one of the following: - Hand Apparatus (4)
- Low Apparatus (5)
- Large Apparatus (7)
- Perform (Consolidated) Trickiest Flight skills on the floor (1/2/3).
- Perform (Consolidated) Trickier Flight skills combined with one of the following: - Hand Apparatus (4)
- Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)
- Perform (Consolidated) Trickiest Rotation skills on the floor (1/2/3).
- Perform (Consolidated) Trickier Rotation skills combined with one of the following:
- Hand Apparatus (4) - Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)

- Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).
- Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following:
- Hand Apparatus (4) - Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)
- Perform (Consolidated) Trickier Balance skills on the floor (1/2/3).
 - Perform (Consolidated) Tricky Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4)
 - Low Apparatus (5) - Partner/s (6)
 - Large Apparatus (7)
- Perform (Consolidated) Trickier Travel skills on the floor (1/2/3).

Expected end of lower KS2

- Perform (Consolidated) Tricky Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4)
- Low Apparatus (5)
- Partner/s (6)
 - Large Apparatus (7)
- Perform (Consolidated) Trickier Flight skills on the floor (1/2/3).
- Perform (Consolidated) Tricky Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4)
- Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)
- Perform (Consolidated) Trickier Rotation skills on the floor (1/2/3).
- Perform (Consolidated) Tricky Rotation skills (1/2/3) combined with one of the following:
- Hand Apparatus (4)
- Low Apparatus (5) - Partner/s (6)
- Large Apparatus (7)

- Partner/s (6)



the floor (1/2/3).

with one of the

- Hand Apparatus (4)

- Large Apparatus (7)

- Low Apparatus (5)

following:

- Partner/s (6)

Explore Tricky Balance

skills (1/2/3) combined



Expected end of KS1

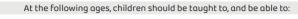
 Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).

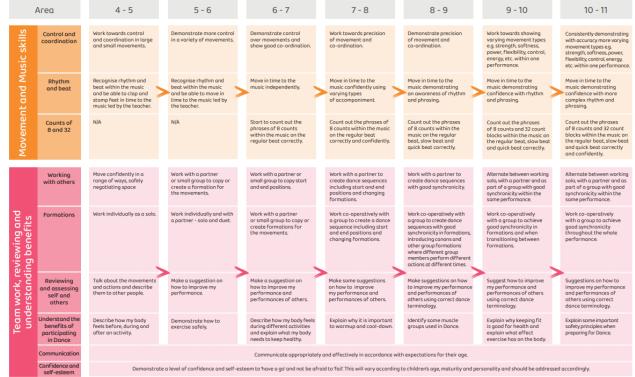
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- Explore Tricky Shape skills (1/2/3) combined with one of the following:
- Hand Apparatus (4)
- Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)
- Perform (Consolidated) Perform (Consolidated) Tricky Balance skills on Tricky Travel skills on the floor (1/2/3).
 - Explore Tricky Travel skills (1/2/3) combined with one of the following:
 - Hand Apparatus (4) - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)
- Perform (Consolidated) Tricky Flight skills on the floor (1/2/3).
- Explore **Tricky** Flight skills (1/2/3) combined with one of the following:
- Hand Apparatus (4) - Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)
- Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3).
- Explore Tricky Rotation skills (1/2/3) combined with one of the following:
- Hand Apparatus (4) - Low Apparatus (5)
- Partner/s (6)
- Large Apparatus (7)

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Progression of Dance Skills









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Progression of Dance Skills

	6	At the following ages, children should be taught to, and be able to:							
	Area	4 - 5	5 - 6	6 - 7	7 - 8	8 - 9	9 - 10	10 - 11	
Choreography skills	Interpretation of music	Start to describe how a piece of music makes them feel and the kind of movements they want to do to that music.	Describe how a piece of music makes them feel and the kind of movements they want to do.	Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings.	Create movements to express Feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.	Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beact, slow beat and quick beat.	
	Creating movements using the 6 Principles of Dance	Create actions and movements around a given story or theme.	Create and develop actions and movements around a given story or theme.	Copy and repeat some movement skills to include: trovelling, turning, jumping, balance and levels.	Copy and repeat some movement skills to include: trovelling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: traveling, turning, jumping, balance, levels and using different planes of movement.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	Create and develop new movements to include: travelling, turning jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.	
	Combining movements	Create actions and movements that travel.	Create and develop a variety of actions and movements that travel and change direction and speed.	Explore combining skills such as travelling and jumping, turning on different levels.	Combine skills such as travelling and turning, with same complexity and confidence.	Combine skills with more complexity, confidence and precision.	Combine skills to develop Flexibility, strength, technique, control and balance.	Combine skills to consistently demonstrate flexibility, strength, technique, control and balance.	
	Linking movements	Link 2 movements together to begin a sequence.	Link 2 or more movements together to begin a sequence.	Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence.	Link several movements together to form a sequence. Remember the movement order and perform the sequence.	Create more than one sequence of movements and perform the sequences in a specific order.	Create more than one sequence of movements and perform the sequences in a variety of different orders.	
	Telling a story	Use actions to tell a story.	Create actions to tell a story.	Create movements to tell a story.	Create movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea.	Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style.	Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance.	
	Using imagination	Use imagination when creating actions.	Use imagination when creating actions and ideas.	Use creative and expressive ideas.	Express an idea in an original way.	Express ideas in original and imaginative ways.	Create and express imaginative ideas in a specific style.	Create and develop imaginative ideas in a specific style including choosing suitable music.	
	Using different stimuli	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Generate ideas and actions using music, videos, stories and pictures as stimuli.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science etc.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.	Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.	