



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				
	Autumn term		Alternative resources for wellbeing	
Year group	Primary sport	Secondary sport		
N & R	Gymnastics, early PE skills	Running, motor skills	<ul style="list-style-type: none"> - Orienteering - Yoga - 5-a-day - Outdoor learning cards - Meditation - Massage in schools programme 	
Year 1	Jasmine real gym: wall bars	Jasmine real PE or Balls skills including football		
Year 2	Jasmine real gym: wall bars	Jasmine real PE or Balls skills including football		
Year 3	Football and hockey	Jasmine real PE or Yoga		
Year 4	Football with Crawley Town FC	Jasmine real PE or orienteering		
Year 5	Football and hockey	Jasmine real PE or swimming		
Year 6	Football and netball	Jasmine real PE or swimming top-up (where needed)		
Spring term				
N & R	Gymnastics, Early PE skills	Running and motor 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.		
Summer Term				
N & R	Athletics and team games	Running and motor skills		
Year 1	Athletics, preparation for sports day and district competitions	Jasmine real PE or striking and fielding		
Year 2		Jasmine real PE or striking and fielding		
Year 3		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.		



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.



LEAD OTHERS

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



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.



EMBRACE CHALLENGE

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

IMPROVE OTHERS

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

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



TAKE CONTROL

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

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



KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

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.



STAY ON TASK

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

UNDERSTAND OTHERS

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

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.



STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

PLAY WITH OTHERS WITH HELP

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

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



ANALYSE PERFORMANCE

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.



VARIETY AND DISGUISE

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



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.



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.

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.

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.

REFINE AND CHANGE

I can link actions and develop sequences 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



RECOGNISE AND ORDER

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.

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.

PRACTISE SAFELY

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



OBSERVE AND DESCRIBE

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

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

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



FOLLOW INSTRUCTIONS

I can follow simple instructions.

OBSERVE AND COPY

I can observe and copy others.

DESCRIBE SIMPLE CHANGES

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



Progression of Skills



Shape

Balance

Travel

Flight

Rotation

Exceeding



- Perform (Consolidated) **Trickiest** 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) **Trickiest** 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) **Trickiest** 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) **Trickiest** 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) **Trickiest** Rotation 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** Shape skills (1/2/3) combined with **two or more** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

- Perform (Consolidated) **Trickier** Balance skills (1/2/3) combined with **two or more** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

- Perform (Consolidated) **Trickier** Travel skills (Travel 1/2/3) combined with **two or more** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

- Perform (Consolidated) **Trickier** Flight skills (Flight 1/2/3) combined with **two or more** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

- Perform (Consolidated) **Trickier** Rotation skills (Rotation 1/2/3) combined with **two or more** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

Expected end of upper KS2



- 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)
 - Partner/s (6)
 - 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)

Expected end of lower KS2



- 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).
- 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)

Expected end of KS1

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| <ul style="list-style-type: none"> ● Perform (Consolidated) Tricky Shape skills on the floor (1/2/3). ● Explore Tricky Shape skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> ● Perform (Consolidated) Tricky Balance skills on the floor (1/2/3). ● Explore Tricky Balance skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> ● Perform (Consolidated) Tricky Travel skills on the floor (1/2/3). ● Explore Tricky Travel skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> ● Perform (Consolidated) Tricky Flight skills on the floor (1/2/3). ● Explore Tricky Flight skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) | <ul style="list-style-type: none"> ● Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3). ● Explore Tricky Rotation skills (1/2/3) combined with one of the following: <ul style="list-style-type: none"> - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) |
|--|--|--|--|--|



Progression of Dance Skills

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	
Movement and Music skills	Control and coordination	Work towards control and coordination in large and small movements.	Demonstrate more control in a variety of movements.	Demonstrate control over movements and show good co-ordination.	Work towards precision of movement and co-ordination.	Demonstrate precision of movement and co-ordination.	Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.	
	Rhythm and beat	Recognise rhythm and beat within the music and be able to clap and stamp feet in time to the music led by the teacher.	Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher.	Move in time to the music independently.	Move in time to the music confidently using varying types of accompaniment.	Move in time to the music demonstrating confidence with rhythm and phrasing.	Move in time to the music demonstrating confidence with rhythm and phrasing.	Move in time to the music demonstrating confidence with more complex rhythm and phrasing.
	Counts of 8 and 32	N/A	N/A	Start to count out the phrases of 8 counts within the music on the regular beat correctly.	Count out the phrases of 8 counts within the music on the regular beat correctly and confidently.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.	Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.
Team work, reviewing and understanding benefits	Working with others	Move confidently in a range of ways, safely negotiating space	Work with a partner or small group to copy or create a formation for the movements.	Work with a partner or small group to copy start and end positions.	Work with a partner to create dance sequences including start and end positions and changing formations.	Work with a partner to create dance sequences with good synchronicity.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.	Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.
	Formations	Work individually as a solo.	Work individually and with a partner - solo and duet.	Work with a partner or small group to copy or create formations for the movements.	Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.	Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times.	Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations.	Work co-operatively with a group to achieve good synchronicity throughout the whole performance.
	Reviewing and assessing self and others	Talk about the movements and actions and describe them to other people.	Make a suggestion on how to improve my performance.	Make a suggestion on how to improve my performance and performances of others.	Make some suggestions on how to improve my performance and performances of others.	Make suggestions on how to improve my performance and performances of others using correct dance terminology.	Suggest how to improve my performance and performances of others using correct dance terminology.	Suggestions on how to improve my performance and performances of others using correct dance terminology.
	Understand the benefits of participating in Dance	Describe how my body feels before, during and after an activity.	Demonstrate how to exercise safely.	Describe how my body feels during different activities and explain what my body needs to keep healthy.	Explain why it is important to warm-up and cool-down.	Identify some muscle groups used in Dance.	Explain why keeping fit is good for health and explain what effect exercise has on the body.	Explain some important safety principles when preparing for Dance.
	Communication	Communicate appropriately and effectively in accordance with expectations for their age.						
Confidence and self-esteem	Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.							



Progression of Dance Skills

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.	
	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: travelling, turning, jumping, balance and levels.	Copy and repeat some movement skills to include: travelling, 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.	Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.	
	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 some 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.