

Shillington Lower School and Stondon Lower School (Shillington and Stondon Federation)  
Curriculum map/skills progression grid

Date	Skills Progression Review date	Subject Leader
April 2021	September 2022	C. Fletcher
<p>This document aims to give guidance on the progression of skills and knowledge across year groups and key stages for Physical Education and Sport. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge. <b>By the end of each Key Stage, children are expected to:</b></p>		
<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<p><u>Early Learning Goals</u></p> <p><u>Physical Education - 'Gross Motor Skills':</u></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Personal, Social and Emotional Development - 'Managing Self':</u></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>'Building Relationships':</u></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><u>Expressive Arts and Design - 'Being Imaginative and Expressive':</u></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>perform dances using a range of movement patterns</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>

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- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **DANCE**

Dance	<b><u>EYFS</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<b>Acquiring and Developing Skills</b>	<p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed, level and direction.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p> <p>Explore the change of rhythm, speed, level and direction.</p>	<p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p>	<p>Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves sensitively.</p>	<p>Explore, improvise and combine movement ideas fluently, effectively and being creative, on their own, with a partner or in a small group.</p> <p>Show controlled movements which express emotion and feeling.</p>
<b>Selecting and Applying Skills</b>	<p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees etc.</p> <p>To begin to respond with their bodies to different types of music.</p>	<p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Compose and perform short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.</p>	<p>Create and link dances using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, with good control.</p>	<p>Use simple choreographic principles to create motifs and narrative. Take the lead/control when working with a partner or in a group.</p> <p>Perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dance expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Create and structure motifs, sections and whole dances. Begin to use basic compositional principles when creating their own dances.</p> <p>Select their own music, style and dance based on interests.</p>
<b>Evaluating and Improving Performance</b>	<p>Watch and copy simple actions and sequences.</p> <p>Simply show (using strategies) whether they enjoyed something or not.</p>	<p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch, remember and describe dance movements.</p>	<p>Watch and describe dance phases and dances and use what they learn to improve their own dance.</p>	<p>Describe and evaluate some of the compositional features of dance performed by others.</p> <p>Talk in more detail and be specific about what they might improve in their own dance.</p>	<p>Describe, interpret and evaluate their own and others dances, taking into account narrative and character. Use appropriate language related to dance.</p>	<p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>Understand and talk about how a dance is formed and performed.</p> <p>Evaluate, refine and develop their own work and others work using an appropriate criteria.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Understanding of Fitness and Health</p>	<p>Recognise that the body changes during exercise.</p> <p>Children begin to understand the importance of healthy eating and exercise.</p> <p>Can briefly talk about ways to stay safe.</p>	<p>Recognise and talk about how their body feels when still and during exercise.</p>	<p>Recognise how different rhythms and paces make them feel.</p> <p>Understand the basic importance of warm up and cool down.</p>	<p>Keep up actively over a period of time and know they need to warm up and cool down for dance.</p>	<p>Know and describe what an effective warm up and cool down is and how to do this safely.</p>	<p>Organise their own warm up and cool down activities, to suit their own dance.</p> <p>Show and in depth understanding of the importance of warm up/cool down and how to do this safely.</p> <p>Explain some important safety principles when preparing to exercise.</p>	<p>Understand and talk about why dance is good for health, fitness and well-being.</p> <p>Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm up and cool down strategies, independently.</p>
<p>ICT</p>	<p>Use of digital cameras/iPads to record and evaluate performance.</p>						

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## GYMNASTICS

Gym	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Acquiring and Developing Skills</b>	<p>Move confidently and safely in their own space. (Negotiating space effectively - under, round, over equipment and obstacles)</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p>	<p>Explore and perform gymnastics actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Move confidently and safely in their own space, using change of speed and direction.</p>	<p>Remember, repeat and link combinations of gymnastic actions body shapes and balances with control and precisions.</p>	<p>Consolidate and improve the quality of their actions, body shapes and balance, along with their ability to link movements together.</p>	<p>Develop the range of actions, body shapes and balances they include in their performance.</p> <p>Perform skills and actions more accurately and specifically.</p>	<p>Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.</p>	<p>Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and consistent.</p> <p>Combine sequences together with partners or small groups.</p>
<b>Selecting and Applying Skills</b>	<p>Show contrast with their bodies including tall/short, wide/thin, straight/curved.</p> <p>Copy simple movements and sequences.</p> <p>Make shapes with their bodies, according to commands.</p> <p>Jump off an object and land appropriately.</p>	<p>Copy, create and link movement phrases with beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and parts. Explore making their own body tense, relaxed, stretched and curled.</p> <p>Explore different ways of stretching, balancing, rolling and travelling.</p>	<p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas. Adapt basic sequences to suit different types of apparatus.</p> <p>Work with a partner sharing ideas and creating a simple sequence, starting to introduce matching and mirroring a partner.</p>	<p>Create gymnastics sequences that follow a set criteria, theme or piece of music.</p> <p>Use compositional devices when creating their sequences, such as change in speed, level and direction.</p> <p>Work with a partner to create, repeat and improve a sequence with more than two phases.</p>	<p>Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations. Can they extend their sequence?</p>	<p>Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles. Set sequences to specific timings and strictly stick to them, individually, with a partner or in a small group.</p>
<b>Evaluating and Improving Performance</b>	<p>Simply show whether they enjoyed something or not.</p>	<p>Watch, copy and describe sequences they and others have done.</p>	<p>Improve their work using feedback from others and from what they have observed by watching others sequences.</p>	<p>Describe and evaluate the effectiveness and quality of a performance. Comment on similarities and differences in sequences.</p> <p>Be able to talk about how their own performances have improved and what was adapted.</p>	<p>Describe their own and others work, making simple judgements about the quality of the performance and suggesting ways in which they can improve.</p>	<p>Choose and use information and basic criteria to evaluate their own and others work. Adapt their sequences to suit specific audiences.</p>	<p>Appropriately evaluate their own and others work, making fair judgements and offering appropriate tips to improve.</p>

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<b>Knowledge and Understanding of Fitness and Health</b>	<p>Begin to recognise equipment which may be dangerous and harmful.</p> <p>Children can briefly talk about ways to stay safe.</p>	<p>Know how to carry and place equipment with adult input and supervision.</p> <p>Recognise how their body feels when still and exercising.</p>	<p>Recognise and describe what their bodies feel like during different paced activities.</p> <p>Lift, move and place equipment/apparatus safely.</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Begin to understand the importance of suppleness and strength.</p>	<p>Describes how the body reacts during different types of activity and how this affects the way they perform.</p>	<p>Know and understand the basic principles of warming up and why it is important to lead to a good quality performance.</p> <p>Understand and explain why physical activity is good for their health and well-being.</p>	<p>Understand why exercise is good for health, fitness and well-being and how to become healthier themselves.</p> <p>Carry out warm up and cool down exercises confidently and accurately, supporting all parts of the body.</p>
<b>ICT</b>	<p>Use of digital cameras/iPads to record and evaluate performance.</p>						

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## GAMES

Games sub-headings:		
Invasion Games	Net/Racket Games	Field/striking Games
Football Rugby Netball Basketball Hockey	Tennis Badminton	Cricket Rounders

Games	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Acquiring and Developing Skills &amp; Selecting and Applying Skills</b>	<p>To be able to move and stop confidently, negotiating the space around them effectively.</p> <p>Show good control over their bodies when exploring different skills.</p>	<p>To be confident and keep themselves safe in space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p>	<p>Improve the way they co-ordinate and control their bodies in various activities.</p> <p>Remember, repeat and link combinations of skills where necessary.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Consolidate their ability to choose and use simple tactics and strategies.</p> <p>Keep, adapt and make rules for different</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use rules accurately. Keep, adapt and make rules for different games and play by them fairly.</p> <p>Use and adapt tactics in different situations, individually during a game according to what is happening.</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack and to adapt them in different situations.</p> <p>Choose and apply skills more consistently in all</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p> <p>Understand, choose and apply a range of strategies for attack and defence.</p> <p>Use tactics and strategies more consistently in similar games (making links).</p>

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<p>Start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>Explore and use skills effectively for particular games:</p> <ul style="list-style-type: none"> <li>• Roll a ball or hoop</li> <li>• Throw a ball underarm</li> <li>• Explore balancing</li> </ul>	<p>Choose and use skills effectively for particular games:</p> <ul style="list-style-type: none"> <li>• Throw a ball accurately underarm to a target using increasing control</li> <li>• Show increasing control when rolling an object, using a technique</li> <li>• Hit a ball with control using an appropriate object</li> <li>• Explore throwing and catching in different ways</li> <li>• Explore kicking in different ways with increasing control</li> </ul>	<p>Choose, use and vary simple tactics:</p> <ul style="list-style-type: none"> <li>• Catch and control a ball in movement working with a partner or in a small group</li> <li>• Take part in games where there is an opposition</li> <li>• Decide where to stand in a team game, to support the game</li> <li>• Begin to lead others in a simple team game</li> </ul>	<p>games and play by them fairly.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>• Accurately pass to someone else and catch/kick the ball, whilst stationary and when moving with the ball (under pressure)</li> <li>• Begin to maintain possession of the ball in different situations</li> <li>• Can accurately use space to support team mates</li> </ul> <p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>• Take part in opposed conditioned games</li> <li>• Serve underarm over a target or not</li> <li>• Accurately pass to someone else</li> </ul>	<p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>• Catch a ball consistently with one and two hands</li> <li>• Consistently throw and catch with accuracy and with speed</li> <li>• Choose appropriate tactics to cause trouble for the opposition</li> <li>• Communicate effectively with team mates and work as part of a team and lead a team</li> <li>• Dodge defenders, being aware of opponents</li> </ul> <p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>• Confidently use forearm</li> <li>• Be able to return a pass confidently</li> <li>• Begin to start rallies, passing back and forth</li> </ul>	<p>games. Choose the best tactics needed to suit the game.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <ul style="list-style-type: none"> <li>• Control and catch a ball</li> <li>• Pass the ball accurately whilst moving</li> <li>• Work alongside team mates to gain and keep possession of the ball</li> <li>• Use a variety of techniques to pass the ball</li> </ul> <p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>• Control a ball accurately</li> <li>• Use forehand and backhand with a racket</li> <li>• Work alone/in pairs to gain possession of the ball</li> <li>• Use forehand and backhand consistently</li> </ul>	<p>Explain rules to others, confidently and accurately.</p> <p>Effectively make a team plan and communicate this to others. Leading others in and out of a game situation.</p> <p><u>Invasion Games/Field/Striking Games</u></p> <p>a team effectively with a ball in opposed oving n games to encourage use of arnt ttack and defend typically direction of play</p> <p><u>Net/Racket Games</u></p> <ul style="list-style-type: none"> <li>• Use forehand and backhand strokes with increased accuracy and speed, confidently using a racket</li> <li>• Develop serve technique with speed and precision</li> <li>• Combine several accurate passing techniques in a game</li> </ul>
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Evaluating and Improving Performance	Simply show whether they enjoyed something or not. (thumbs up/down, traffic lights)	Watch, copy and describe what they and others are doing.	Recognise good quality in performance.  Use information provided by others to improve their own work.	Recognise good quality performances and specifically identify the parts which need developing.  Use what they have learnt to improve their own performance.  To set targets to improve performance.	Be able to clearly explain their plans and ideas and share these with others.  Specifically identify the parts of others performances which need developing.  Suggest practices to improve their play.	Choose and use information to evaluate their own and others' work.  Specifically identify the parts of their own and others performances which need developing and professionally approach these.	Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve.  To be able to confidently talk about injury and ways of overcoming these to improve performance in various games (warming up).
Knowledge and Understanding of Fitness and Health	Use simple words and phrases to describe how the body feels after exercise.  Begin to understand the importance of exercise.	Know and understand that being active is good for the body and can be fun.	Recognise and describe what their body feels like during different activities/games.	Know and describe the short term effects of different exercise activities on the body.  Know and understand how to improve stamina.  Begin to understand and explain the importance of warming up.	Recognise which activities help their speed, strength and stamina and know when they are important in games.  Recognise how specific activities/games can affect specific parts of the body.	Know and understand the principles of warming up and understand why it is important for high quality performance.  Understand the importance of physical activity and can talk confidently about why.	Understand why exercise is good for their fitness, health and well-being and supports energy for day-to-day life.  Understand and explain the need to prepare properly for activities/games and to understand that preparation may differ dependent on activity.
ICT	Use of digital cameras/iPads to record and evaluate performance. Watch videos of professional teams/training videos to improve understanding of team play and tactics.						

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## ATHLETICS

Athletics	<u>EYFS</u>	<u>Year 1</u> <u>Year 2</u>	<u>Year 3</u> <u>Year 4</u>	<u>Year 5</u> <u>Year 6</u>
Acquiring and Developing Skills	Learn skills of running, jumping and throwing with a range of equipment.	Remember, repeat and link combinations of actions.  Use their bodies and a variety of equipment with greater control and co-ordination.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.  Begin to develop their ability to choose and use simple tactics and strategies in different situations.	Develop the consistency of their actions in a number of events.  Increase the number of techniques they use.
Selecting and Applying Skills	Develop the following skills: <ul style="list-style-type: none"> <li>Vary speed of running based on commands given</li> <li>Use comparative language e.g. faster, longer, and be able to physically demonstrate this</li> </ul>	Develop the following skills with increasing accuracy: <ul style="list-style-type: none"> <li>Explore and throw a variety of objects with one hand</li> <li>Jump from a stationary position with control</li> <li>Change speed and direction whilst running</li> </ul>	Develop the following skills with increasing accuracy: <ul style="list-style-type: none"> <li>Throw a variety of objects with one hand and know how to aim these to improve performance</li> <li>Show accurate pace – run at a speed that is appropriate for the distance being run</li> <li>Take a running jump with appropriate feet patterns/movements</li> <li>Take part in relay activities, understanding the concept</li> </ul>	Confidently choose appropriate techniques for specific events.  Develop accuracy in the following skills: <ul style="list-style-type: none"> <li>Improve and sustain running techniques at different speeds</li> <li>Demonstrate accuracy and technique in a range of throwing and jumping activities</li> <li>Controlled take-off and landing when jumping</li> <li>Combine running and jumping well with fluency</li> <li>Be accurate and precise when throwing at a target</li> <li>Follow and explain rules to others confidently</li> </ul>
Evaluating and Improving Performance	Simply show whether they enjoyed something or not (thumbs up/down, traffic lights)	Watch, copy and describe what they and others are doing.  Set simple targets to improve performance, e.g. to be able to jump 10cm further. To be able to measure performance accurately using tools.	Describe and evaluate the effectiveness of performances, recognising the aspects that need improving	Evaluate their own and others work and suggest constructive feedback.
Knowledge and Understanding of Fitness and Health	Use simple words and phrases to describe how the body feels after exercise.  Begin to understand the importance of exercise.	Recognise and describe what their body feels like during different types of exercise.	Know, measure and describe the short term effects of exercise on the body	Understand and explain the principles of warming up.  Understand why fitness is good for health and well-being.  Identify and explain good athletic performance.

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## SWIMMING

	<u>Beginners (Non-swimmers and developing swimmers)</u>	<u>Developing and competent swimmers</u>
<b>Acquiring and Developing Skills</b>	<p>Work with confidence in the water.</p> <p>Explore and use skills, actions and ideas individually and in combination, e.g. use arms to pull and push the water, use legs in kicking actions, hold their breath under water.</p> <p>Remember, repeat and link skills learnt.</p>	<p>Consolidate and develop the quality of their skills, e.g. front crawl, back crawl, breaststroke, floating, and survival skills.</p> <p>Improve linking movements and actions together more fluently.</p>
<b>Selecting and Applying Skills</b>	<p>Know how to choose and use skills for different swimming tasks, e.g. using arms to stay balanced, knowing how to push against the water to move in a particular direction.</p> <p>Improve the control and co-ordination of their bodies in the water.</p> <p>Swim up to 25m unaided, co-ordinating stroke and breathing.</p>	<p>Choose and use a variety of strokes and skills, according to the task and the challenge, e.g. swimming without aids, distance and time challenges.</p> <p>Swim up to 50m unaided, co-ordinating stroke and breathing.</p>
<b>Evaluating and Improving</b>	<p>Know that swimming is a type of exercise and that being active is fun and good for health.</p> <p>Recognise and describe what their bodies feel like during different activities.</p>	<p>Know and describe the short term effects of exercise on the body and how it reacts to different types of activity.</p>
<b>Knowledge and Understand</b>	<p>Watch, copy and describe what they and others have done and use the information to improve their work.</p>	<p>Describe and evaluate the quality of swimming and recognise what needs improving.</p>

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