

ABC of MOVEMENT LEADING IN TO GYMNASTICS: Reception to Year 7

ABC of Movement: Agility Balance Coordination

Using apparatus should be an integral part of teaching and learning in ABC of gymnastics. The equipment can be introduced in stages to include small pieces such as ribbons, stepping stones, spots, stilts. The children should be taught to get the apparatus out safely and put it away safely. Music can be introduced from Reception particularly for warm ups but in upper KS2 the children might choose some music to perform their sequences to.

Year group	Skills to be taught	Ideas on how they might be taught	Learning objective ideas	Teaching points: think about.....	Opportunities for assessment
Reception	<p>Travelling <i>Transferring weight from one place to another, from one body part to another</i> shapes straight star ball pike straddle</p> <p>front support back support side support dish arch</p> <p>run for purpose in a controlled way</p> <p>jump and landing</p> <p>climb pulling [helps with fine motor skills]</p> <p>pause and come to a stop</p> <p>skip – side star shape</p> <p>tip toe walking</p> <p>walking on heels [penguin walking]</p> <p>hop, lunge, march</p> <p>taking weight on hands: spider walking, crab walking, bunny jumps</p>	<p>backwards forwards sideways through hoops along benches off benches on mats over mats spots skipping ropes</p> <p>low/small apparatus: stepping stones</p> <ul style="list-style-type: none"> ➤ box tops ➤ small table tops ➤ balance boards ➤ stilts ➤ space hoppers <p>large apparatus</p> <ul style="list-style-type: none"> ➤ climbing frame ➤ ropes ➤ table tops ➤ A frames with ladder attachments 	<p>to move forwards for a purpose</p> <p>to finish a move safely</p> <p>to coordinate sideways movement using arms and legs</p> <p>to feel a stretch in the back of our legs</p>	<p>use arms to help balance</p> <p>stretch through leg</p> <p>give with knees when landing</p> <p>head up when landing</p> <p>pull with upper arms when climbing</p> <p>use feet/legs to grip when climbing</p> <p>pull through feet when on toes</p> <p>hands flat when spider /crab walking</p> <p>hips up when bunny jumping</p>	<p>Make different shapes Jump and land in a controlled way Travel in different directions and in different ways Take weight on hands Start and finish a movement</p> <p>I can make different shapes with my body</p> <p>I can link 3 shapes</p> <p>I can jump off the ground</p> <p>I can land safely bending my knees and giving with my ankles</p> <p>I can walk on my toes with some control</p> <p>I can walk taking weight on my hands, keeping my hands flat on the floor</p> <p>I can put my weight through my hands and jump getting my hips up</p>

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Reception	Stretching Curling in to Tuck rocking rolling curling tucking	rocking on floor starting on bottoms rocking forwards and backwards rock and move in to tuck/curl position roll down slope – put mat on sloping surface/ wedge tuck position to standing tuck position rock back and up to standing again	to develop core strength to feel a movement through the arms to the finger tips to find ways of moving backwards and forwards to find ways of moving backwards and forwards with a change of speed to find ways of making different shapes and know whether one shape helps you move faster than another	head tucked in curl back tuck tightly use arms to help with tuck	Linking rocking tucking in to rolling I can rock forwards and backwards I can rock forwards and backwards with control I can rock backwards and forwards and finish in a standing position I can start in a tucked position roll and finish in a tucked position I can stand, move to a tuck, roll, finish in a standing position

Year group	Skills to be taught Cont...[3]	Ideas on how they might be taught	Learning objective ideas	Teaching points: think about.....	Opportunities for assessment
Reception	Taking Weight /Transferring Weight jumping on to hands – frog type movement jumping on to hands lifting hips over hands spider walking, crab walking on off over small apparatus on off over large apparatus travelling on to along and off	look at how animals move pictures/clips of animals	to find ways of taking our weight on our hands to work as a team and carry equipment safely transfer our weight from one body part to another	hands flat fingers stretched hands under shoulders weight transferred from feet on to hands and back on to feet head still	Taking weight on hands Travelling taking weight on hands I can put my hands flat on the floor I can take my weight through my hands I can put my weight over my shoulders I can jump on to my flat hands I can jump on to my flat hands and lift my hips I can get on to apparatus safely I can get off apparatus safely
Reception	how to get apparatus out and put it away	apparatus groups with same children getting the equipment out and putting it away each week – continue for half a term apparatus leaders	to know how to set up apparatus safely to know how to put apparatus away safely	thumbs on top walking forwards 6 [according to size of mat/bench] to a mat/bench bend knees to pick up apparatus bend knees to lower apparatus	I can carry apparatus safely I can set apparatus out safely I can work as a member of a team when setting up equipment and putting it away

Year group	Skills to be taught	Ideas on how they might be taught	Learning objective ideas	Teaching points: think about.....	Opportunities for assessment
Year 1	<p>Travelling changing pace: fast, slow</p> <p>changing direction: forward, backward, sideways</p> <p>consolidation of receptions skills and learning how to apply them in different situations</p> <p>jumping with some control</p> <p>climbing up and down ropes make sure hand cross over rather than slide [watch rope burn]</p> <p>Link with English- directional words</p>	<p>backwards forwards sideways through hoops along benches off benches on mats over mats spots skipping ropes</p> <p>low/small apparatus: stepping stones</p> <ul style="list-style-type: none"> ➤ box tops ➤ small table tops ➤ balance boards ➤ stilts ➤ space hoppers <p>large apparatus</p> <ul style="list-style-type: none"> ➤ climbing frame ➤ ropes ➤ table tops ➤ A frames with ladder attachments 	<p>to make changes to the pace in a movement or sequence of movements</p> <p>to make changes to a step pattern in order to move in different directions</p> <p>to link together 3 moves changing the pace for effect</p> <p>to use a pulling action to climb</p>	<p>use arms to help balance</p> <p>push off giving with knees</p> <p>preparation for movement</p> <p>give with knees when landing absorbing 'jump'</p> <p>head looking ahead when landing</p> <p>jump forward when landing rather than dropping to the floor off apparatus [make sure mats do not slip]</p> <p>pull with upper arms when climbing</p> <p>use feet/legs to grip when climbing</p> <p>pull through feet when on toes</p> <p>hands flat when spider /crab walking</p>	<p>Changing pace and direction and jumping with control, climb using pulling action</p> <p>I can link two or more movements together changing the speed of the moves</p> <p>I can jump from apparatus with control</p> <p>I can jump reaching upwards before landing from apparatus</p> <p>I can climb a rope [some of the way]and climb down safely</p> <p>I can reach to the top of the rope and climb down safely</p>

Year group	Skills to be taught Cont ...[2]	Ideas on how they might be taught	Learning objective ideas	Teaching points: think about.....	Opportunities for assessment
Year 1	<p>Stretching, Curling, Tucking, Rolling different shapes - developing shapes in reception</p> <p>changing levels</p> <p>moving from stretch in to curl developing in to forward roll</p> <p>dish and arch</p> <p>log rolls</p> <p>arms feet not touching</p> <p>from curl in to stretch</p> <p>Link with English/maths – shape words</p>	<p>rolling on mats</p> <p>use of apparatus</p> <p>rolling over benches</p> <p>rolling off low box tops</p> <p>jumping off low apparatus using shapes</p>	<p>to feel the difference between stretch, curl and tuck and be able to talk about the differences</p> <p>to develop core strength being able to twist and turn in sequential movement</p>	<p>full extension of legs and arms</p> <p>head tucked under</p> <p>forward roll from crouched/tucked position – knees should not be on floor</p> <p>lift hips so head tucks under</p> <p>pull in tummy when stretching upwards</p> <p>tongue behind teeth, focus on something ahead to help with balance</p>	<p>Develop shapes changing levels, moving in to forward roll, log rolls showing arch and dish</p> <p>I can make a shape when I jump</p> <p>I can make a clear shape when I jump</p> <p>I can move from one shape to another</p> <p>I can link a twist and turn</p> <p>I can jump off apparatus with control in a shape</p>
	<p>Taking weight taking weight on different parts of the body [back, bottom, tummy, side, hands]</p> <p>move, pause, move</p> <p>introduce handstand/inversion [upside down]</p> <p>bunny jumps more hip height</p> <p>beginnings of cartwheel developing muscle memory</p>	<p>moving like animals</p> <p>taking weight on different body parts to include tummy – snake</p> <p>spots on floor for children to see where hands and feet need to be placed when starting inversion moves</p> <p>bench for start of cartwheel</p>	<p>to take weight on different parts of the body and feel a moment of control</p> <p>to transfer weight from feet to hands</p> <p>to explore transferring weight from feet to hands and back to feet again</p>	<p>hands flat</p> <p>pull with upper arms</p> <p>alignment of hands shoulders when inverting</p> <p>upper arms strong when taking weight – avoid collapse</p>	<p>Taking weight on large and small parts of the body with increasing control</p> <p>Transfer of weight from one body part e.g hands to another e.g feet and back again [cartwheel]</p>

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Year 2	<p>Introduction to flight Jumping and landing</p> <p>5 basic jumps</p> <p>springboard jumps</p> <p>land with increased control</p> <p>link movements</p> <p>Link with science</p>	<p>spots on floor</p> <p>stepping stones</p> <p>jump off, over benches</p> <p>small mats</p> <p>use dice – each number represents different basic jump with 6 being child can choose or link 2 jumps together [children can develop the idea]</p>	<p>to gain height as leave the floor</p> <p>to land with control</p> <p>explore the shapes made when jumping in different ways</p>	<p>safe landings</p> <p>reaching as take off</p> <p>giving as land and use as preparation for next move</p> <p>if using springboards give children opportunity to jump up and down on them before jumping on and off</p>	<p>Complete the 5 basic jumps adding own interpretation, direction changes, levels. Land with increasing control and begin to think about the next move.</p> <p>I can jump in different ways</p> <p>I can jump and change direction</p> <p>I can jump and change levels</p> <p>I can jump and think about my next move</p> <p>I can link jumps and be creative in my sequence</p>

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Year 2	<p>Balance development of taking weight on different body parts</p> <p>Points: knees, toes, hips, hands</p> <p>Patches: back, tummy, shoulders</p>	<p>side balances</p> <p>bridges/arches</p> <p>comparison of points and patches – which is harder to control and why</p>	<p>to explore taking weight on small body parts</p> <p>to explore taking weight on larger body parts and make a comparison with earlier learning [points]</p> <p>to develop core strength</p>	<p>importance of core strength to stop wobbling</p> <p>extension through legs/arms to help with balance</p>	<p>Balancing on points and patches and being able to talk about the difference</p> <p>I can take my weight on different points and not wobble</p> <p>I can take my weight on different patches and not wobble</p> <p>I can transfer my weight from a point to a patch</p> <p>I can transfer my weight from a patch to a point</p> <p>I can talk about the differences between points and patches</p>

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Year 2	Stretching curling, tucking forward roll to straddle teddy bear roll shoulder stand forwards backwards with control slowly/quickly leading in to forward rolls, backward rolls caterpillar moves- arching curling [street dance]	use wedges/slopes for children to roll down shoulder stand with feet supported by a wall/side of box spots on floor so children know where to place hands french chalk so children can see that they have their hands flat	to travel forward using a rolling action to take weight on our shoulders and feel a moment of stillness to change pace when rolling and to change direction	hands flat weight through shoulders extend legs when doing a shoulder stand pulling in core/tummy push through hands to get hips up on backward roll	Rolling forwards and backwards, backwards in to shoulder stand, forwards stopping in shoulder stand, when rotating as in teddy bear roll I can roll forwards I can roll forwards and come up to standing I can roll forwards and stop in a shoulder stand I can roll backwards I can roll backwards and come up on to my feet I can rotate in a teddy bear roll

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Year 3	<p>Travelling- Pathways under, over, round, through, on top, next to, beside, beneath, up</p> <p>link more complex movements</p> <p>collaborate with a partner</p> <p>repeat movements</p> <p>Link with English and positional words</p>	<p>link with a story</p> <p>explore using apparatus: the window frame lends itself well to travelling pathways</p> <p>take photos of equipment children add key words</p>	<p>use positional language when moving</p> <p>link movements together in a sequence</p> <p>to collaborate with a partner</p> <p>link complex movements</p> <p>explore positional language in relation to apparatus</p>	<p>safety</p> <p>taking weight on different body parts and importance of flat hands</p>	<p>Using positional language to explore apparatus</p> <p>Link movements in collaboration with a partner</p> <p>I can find different pathways using different ways of travelling</p> <p>I can link different ways of travelling with different pathways</p> <p>I can collaborate with a partner in a sequence of moves finding different pathways</p>
	<p>Stretching and curling Climbing ropes, wall bars, pulling stretching shapes, tension, core strength, suspension</p> <p>Hanging Pulling ropes, wall bars</p>	<p>use apparatus</p> <p>use two ropes and turn forwards and backwards</p>	<p>to use upper body strength to pull</p> <p>to develop core strength</p> <p>to feel tension in the body and to experience stretch</p>	<p>using hands when climbing - one over the other and same on return – hands may burn if slide down</p>	<p>Climb, hang and pull</p> <p>Roll in to and out of balance</p> <p>Experience moments off the ground</p> <p>I can climb up a rope and climb down a rope using a safe technique</p>

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Year 3	<p>Rolling development of forward and backward rolls and to front support forward in to balance</p> <p>Flight on to and off apparatus moment of time with no contact on the ground</p> <p>body shape in the air</p> <p>landing from a height</p> <p>working with a partner</p> <p>linking moves together</p> <p>move with fluency</p>	<p>continue to make use of wedges/slopes for those children unable to roll</p> <p><i>Springboards or trampettes – refer to afPE Safe Practice in Physical Education and Sport for guidance</i></p> <p>Think about a silent landing – how can this be achieved?</p>	<p>to roll in different directions with a moment of pause</p> <p>to dismount from apparatus</p> <p>to dismount from apparatus using different shapes</p> <p>to dismount from apparatus and link the next movement</p> <p>to collaborate with a partner</p>	<p>continue to work on landings</p>	<p>I can roll and link with a balance</p> <p>I can leave the ground and land again with control</p> <p>I can work collaboratively linking fluent movements to include flight</p> <p>I can transfer my skills from the floor to apparatus</p>
	<p>Balance Movement skills</p> <p>developing ability to feel a balance on different body parts</p> <p>large parts</p> <p>small parts</p> <p>moment of stillness</p> <p>controlled movement</p> <p>static and dynamic balances</p>	<p>use large and small pieces of equipment including balance mazes, see saws</p>	<p>to explore dynamic balances</p> <p>to explore static balances</p> <p>to be able to talk about the differences between static and dynamic balances</p> <p>to move from a static balance in to a dynamic balance</p>	<p>continue to work on core strength</p>	<p>Balance, moment of stillness, transfer weight, dynamic and static stretches</p> <p>I can balance on different body parts and can move fluently from one to another</p> <p>I can link static and dynamic balances and demonstrate the differences</p>

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Year 4	<p>Travelling</p> <p>turning as travel</p> <p>spinning</p> <p>building up to 360 degree turns</p> <p>revisit levels</p> <p>onto, on along and off apparatus</p> <p>making use of mats and floor: floor is apparatus</p> <p>sequence of skills before on or on and off the other side</p> <p>speed in run ups and hurdle steps [this may be for the children who are being challenged. considerable control is needed]</p>	<p>spots on floor indicate turning or spinning</p> <p>turning as leave apparatus – time in air can give children more opportunity to turn</p> <p>mounting apparatus with a turn</p> <p>linking movements to include spinning and turning</p> <p>transferable skill e.g long jump</p>	<p>to change direction as move</p> <p>to change direction quickly whilst maintaining control of the movement</p> <p>45/90/180/270/360 degree turns</p> <p>to move from one level to another with a change of direction</p> <p>to explore the use of the floor in conjunction with apparatus</p> <p>to attack a springboard and know the effect</p>	<p>footwork when changing direction [transferable skill e.g high fives receive and send a ball]</p> <p>focus point when spinning [to avoid being dizzy]</p>	<p>Turning and spinning on to, on and off apparatus At different levels</p> <p>I can spin with control and use spin to change direction</p> <p>I can spin on different body parts</p> <p>I can move on to and off apparatus using turns and spins</p> <p>I can turn/spin on apparatus showing control</p> <p>I can turn/spin at different levels and link with another movement</p>

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Year 4	<p>Rotation</p> <p><i>Three main axes of rotation – vertical which runs from head to feet [log roll], horizontal which runs through the centre of the body [forward roll] front-to-back axis [cartwheel]</i></p> <p>forward roll off box</p> <p>start low</p> <p>cartwheels over benches</p> <p>make use of apparatus</p> <p>partner</p> <p>group</p>	<p>rolling on mats</p> <p>forward</p> <p>back</p> <p>log</p> <p>rocking</p> <p>rolling with twist</p> <p>cartwheel over apparatus</p>	<p>to explore rotational actions</p> <p>to make adjustments when rotating on apparatus</p> <p>to get on to apparatus using a rotational movement</p> <p>to link 3 or more rotational movements</p>	<p>think about correct alignment</p> <p>body tension</p> <p>control</p> <p>What are all parts of the body doing?</p>	<p>Rotation with control adding a twist or other element</p> <p>I can rotate forwards</p> <p>I can rotate backwards</p> <p>I can link two rotations</p> <p>I can transfer learnt skills on to apparatus</p> <p>I can rotate and twist</p> <p>I can rotate wound the front to back axis</p>
	<p>Balance</p> <p>To move in to and out of balance</p> <p>on and off apparatus</p> <p>move with control and precision</p> <p>link movements</p> <p>work with a partner</p> <p>leading in to tension</p> <p>planks and dishes</p>	<p>explore apparatus starting with small pieces – low table tops, benches, mats and moving on to large apparatus</p> <p>incline the benches</p>	<p>to find ways of moving in to and out of balance</p> <p>to link movements working with a partner on apparatus</p>	<p>continue to develop core strength</p> <p>tension through body – to finger tips</p>	<p>Moving on to and off apparatus using control, precision and showing increased controlled tension</p> <p>I can move onto and off apparatus using balance</p> <p>I can work with a partner showing balances onto and off apparatus</p>

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Year 5	<p>Matching and Mirroring</p> <p>with a partner</p> <p>in a group</p> <p>select skills [flight, balance, rolling etc] and arrange in sequence</p> <p>on and off apparatus</p> <p>show accuracy</p> <p>change direction/speed/levels</p>	<p>the children should by now have a vocabulary of movement</p> <p>the following ideas allow the children to apply learnt skills</p> <p>children to choose their apparatus</p>	<p>to develop a sequence of moves with a partner/group</p> <p>to link together with a partner/group different skills using apparatus at the heart of the sequence</p> <p>to add dynamics to our sequences [link with dance]</p>	<p>What is the difference between matching and mirroring?</p> <p>What changes need to be made when working in a group?</p>	<p>Be able to show the difference between matching and mirroring applying learnt skills and making good choices about the apparatus to fit the purpose</p> <p>I can show the difference between matching and mirroring through a sequence of moves</p> <p>I can make suitable choices about apparatus to extend my work on matching and mirroring</p>
	<p>Holes and Barriers</p> <p>under over through round next to</p> <p>select and develop skills eg forward rolls, cartwheels.</p> <p>bridges</p> <p>sliding in and out</p> <p>link in movement sequence</p> <p>develop accuracy and consistency</p>	<p>the children should by now have a vocabulary of movement</p> <p>the following ideas allow the children to apply learnt skills</p>	<p>to find ways of going over and through working with a partner</p> <p>to choose and use apparatus to meet a challenge</p>	<p>How can a child make a 'hole' or 'barrier'?</p> <p>Which pieces of equipment lend them to being holes or barriers?</p>	<p>Making holes and barriers using learnt gymnastic skills and applying to apparatus</p> <p>I can create holes and barriers for a partner to move through or over</p> <p>I can transfer ideas on to apparatus creating holes and barriers</p>

Year group	Skills to be taught Cont...[2]	Ideas on how they might be taught	Learning objective ideas	Teaching points: think about.....	Opportunities for assessment
Year 5	<p>Symmetry and Asymmetry with a partner</p> <p>in a group</p> <p>select skills [flight, balance, rolling etc] and arrange in sequence</p> <p>on and off apparatus</p> <p>show accuracy</p> <p>change direction/speed/levels</p> <p>innovate</p> <p><i>Link with maths [numbers angles degrees], art</i></p>	<p>the children should by now have a vocabulary of movement</p> <p>the following ideas allow the children to apply learnt skills</p>	<p>to create a sequence of moves using mathematical language</p>	<p>What is a symmetrical shape?</p> <p>What is an asymmetrical shape?</p>	<p>Applying symmetry and asymmetry to learnt moves changing dynamics and levels</p> <p>I can show the difference between asymmetry and symmetry on and off apparatus</p> <p>I can show the difference between asymmetry and symmetry on and off apparatus with a partner or group</p>

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Year 6 <i>with Year 7 extension</i>	<p>Travelling</p> <p>Counterbalance counter tension</p> <p>large base</p> <p>small base</p> <p>working with partner</p> <p>working in group</p> <p>tumbling</p> <p>create movement sequence</p> <p>change in levels, direction, speed</p> <p>routine for an audience</p> <p><i>being part of an audience</i></p> <p><i>What makes a good judge/critic/coach? link with PSCHÉ</i></p> <p><i>developing social me</i></p> <p><i>taking on a role within the group e.g responsibility for the choice of music, choreography, costume, blurb</i></p>	<p>the children should by now have a vocabulary of movement</p> <p>the following ideas allow the children to apply learnt skills</p> <p><i>story boards</i></p> <p><i>critique sheets</i></p> <p><i>filming work and adding commentary</i></p>	<p>to explore the differences between counter balance and counter tension</p> <p>to work with a partner creating a sequence of moves which demonstrate the differences between counter balance and counter tension</p> <p><i>to work with a group to create a sequence of moves demonstrating the differences between counter balance and counter tension</i></p> <p><i>use music as a stimulus when creating a group work</i></p> <p><i>to identify a given role and establish what it might involve</i></p>	<p>What is the difference between counter balance and counter tension?</p> <p>counter tension small base wide top</p> <p>counter balance wide base small top</p> <p><i>more than one person making a base</i></p> <p><i>how music can be used to add to the performance not just in the background</i></p> <p><i>the importance of being respectful when watching a person perform and how one reacts can impact on the performer</i></p>	<p>Counter balance and counter tension as transferable skills, developing core strength, building trust in a partner/group</p> <p>I can counter balance with a partner</p> <p>I can work with a partner developing moves which demonstrate counter tension</p> <p>I can build trust with a partner and provide a sound base</p> <p><i>I can work in a group to meet an outcome</i></p> <p><i>I can make comment on a performance that shows a sound understanding of what I have seen</i></p> <p><i>I can take on a role within a group successfully</i></p>

Year group	Skills to be taught Cont...[2]	Ideas on how they might be taught	Learning objective ideas	Teaching points: think about.....	Opportunities for assessment
Year 6 <i>with Year 7 extension</i>	<p>Stretching and curling cannon and synchronisation</p> <p>forward rolls backward rolls</p> <p>cartwheels</p> <p>handstand forward rolls</p> <p>turning on ropes</p> <p>climbing ropes</p> <p><i>being part of an audience</i></p> <p><i>what makes a good judge/critic/coach? link with psche</i></p> <p><i>developing social me</i></p> <p><i>taking on a role within the group e.g responsibility for the choice of music, choreography, costume, blurb</i></p>	<p>the children should by now have a vocabulary of movement</p> <p>the following ideas allow the children to apply learnt skills</p> <p>link with skills learnt in matching and mirroring</p> <p><i>story boards</i></p> <p><i>critique sheets</i></p> <p><i>filming work and adding commentary</i></p>	<p>to explore a sequence of movements using learnt skills reflecting cannon and synchronisation</p> <p>to collaborate with a group developing timing skills in relation to movement</p> <p><i>to work with a group to create a sequence of moves demonstrating the differences between cannon and synchronisation</i></p> <p><i>use music as a stimulus when creating a group work</i></p> <p><i>to identify a given role and establish what it might involve</i></p>	<p>What is meant by cannon? What is meant by synchronization?</p> <p><i>how music can be used to add to the performance not just in the background</i></p> <p><i>the importance of being respectful when watching a person perform and how one reacts can impact on the performer</i></p>	<p>Moving at the same time as a partner/group, moving sequentially,</p> <p>I can move at the same time as my partner/group</p> <p>I can move directly before or after my partner/group</p> <p><i>I can work in a group to meet an outcome</i></p> <p><i>I can make comment on a performance that shows a sound understanding of what I have seen</i></p> <p><i>I can take on a role within a group successfully</i></p>