Dance progression Reception to Year 3

realDance | St Mary's learning outcomes and assessment

Year and vocabulary	Outcome	Evidence	Teaching focus
Reception level, fast, slow, idea	Choose and link actions that show an idea, changing level or speed to fit a cue.	Watch a short solo or paired phrase and ask the pupil to identify one chosen action.	Offer a small action bank, model high and low levels and rehearse the transition between contrasting movements.
Year 1 pattern, level, order, finish	Remember and link simple movement patterns with a clear start and finish.	Observe the same short phrase twice, checking control and the order of actions.	Teach action order, contrasting levels and a still finish; use visual cues and repeated practice with music.
Year 2 rhythm, direction, contrast, sequence	Create a short sequence with changes in level, direction and speed that communicate an idea.	Watch the sequence and ask the pupil to identify a movement chosen to show the idea.	Teach simple action selection, rhythmic repetition and smooth transitions; rehearse one change at a time.
Year 3 motif, pathway, timing, level	Create and remember linked actions that use changes in level, pathway and timing.	Observe the phrase more than once and listen to an explanation of one movement choice.	Teach a clear action motif, changes in level and repeated timing cues; rehearse transitions and a deliberate ending.

CORE evidence includes movement selection, sequence, timing and expression. Jumping may support a phrase; throwing, catching, foot control and striking are NOT FORMAL in these dance units.

Teaching builds from secure components towards longer performances. Focused feedback helps pupils identify and make a specific improvement.

Dance progression Years 4 to 6

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Year and vocabulary	Outcome	Evidence	Teaching focus
Year 4 unison, canon, dynamics, motif	Combine actions with changes in dynamics and use unison or canon to shape a shared phrase.	Observe a partner or group phrase and identify where the taught timing relationship is visible.	Teach unison and canon through a short repeated motif; refine transitions and match movement quality to the idea.
Year 5 formation, dynamics, expression, refine	Develop a motif into a group phrase using timing, formations and expressive changes in dynamics.	Observe a rehearsed performance and ask pupils to identify a specific refinement after feedback.	Teach variation of a motif, deliberate formations and transitions; rehearse rhythmic accuracy and expressive detail.
Year 6 composition, relationship, dynamics, evaluate	Compose and refine a coherent performance using formations, timing relationships and expressive movement.	Observe the final phrase and a repeat after specific feedback; ask pupils to justify a compositional choice.	Teach deliberate variation, transitions and performance focus; use specific peer feedback on timing and movement quality.

CORE evidence includes movement selection, sequence, timing and expression. Jumping may support a phrase; throwing, catching, foot control and striking are NOT FORMAL in these dance units.

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Gymnastics progression Reception to Year 3

realGym | St Mary's learning outcomes and assessment

Year and vocabulary	Outcome	Evidence	Teaching focus
Reception sequence, roll, tension, finish	Link a shape, a safe travelling or rolling action and a low jump with a controlled finish.	Observe a short floor sequence twice, checking the shape, movement link and balanced landing.	Teach body tension, a simple floor roll and clear landing space. Offer seated or supported versions that retain the movement purpose.
Year 1 balance, roll, jump, sequence	Combine a balance, a travelling or rolling action and a jump into a controlled sequence with a clear finish.	Observe a rehearsed floor sequence, checking stability, controlled rotation and movement between actions.	Teach strong shapes, a controlled floor roll and balanced landings. Introduce low apparatus after the component actions are secure.
Year 2 rotation, transition, tension, pathway	Link balances, rolls, travel and jumps with smoother transitions and consistent control of body shape.	Observe repeated individual or paired sequences, checking control within actions and at each transition.	Teach body tension, controlled rotation, changes of level and deliberate pathways. Match apparatus and partner work to readiness.
Year 3 shape, contrast, rotation, transition	Combine balances, travel, rotation and jumps into a sequence with contrasting shapes and levels.	Observe a rehearsed floor or low-apparatus sequence and identify control through the rotation, transition and landing.	Teach weight transfer, body tension and planned landing space. Practise controlled rotation before linking contrasting shapes.

CORE evidence includes controlled shapes, balances, rolling and rotation, flight and linking actions. Travelling supports the sequence; ball-sport object-control strands are NOT FORMAL. Apparatus and partner tasks are matched to readiness.

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Gymnastics progression Years 4 to 6

realGym | St Mary's learning outcomes and assessment

Year and vocabulary	Outcome	Evidence	Teaching focus
Year 4 flight, rotation, mirroring, stability	Combine balances, travel, rotation and flight with controlled level changes and coordinated partner timing.	Observe a repeat sequence, checking stable shapes, controlled rotation, safe landings and matching or mirroring.	Teach stable bases, planned pathways and controlled rotation. Establish matching or mirroring before more complex partner sequences.
Year 5 composition, extension, rotation, transition	Select balances, rotation, flight and travel for a composed sequence, refining its transitions and overall quality.	Observe repeated performance and a specific refinement to shape, rotation, landing or flow between actions.	Teach precise shapes, extension and controlled weight transfer. Rehearse rotation and flight separately before combining apparatus or partners.
Year 6 fluency, synchronisation, rotation, evaluate	Adapt balances, travel, rotation and flight into a fluent sequence. Refine partner timing and explain a specific improvement.	Compare a planned performance with a repeat after feedback, identifying improved control, synchronisation or flow.	Teach deliberate sequencing, controlled rotation and take-off and landing. Use feedback to refine partner timing and safe apparatus work.

CORE evidence includes controlled shapes, balances, rolling and rotation, flight and linking actions. Travelling supports the sequence; ball-sport object-control strands are NOT FORMAL. Apparatus and partner tasks are matched to readiness.

Teaching builds from secure components towards longer performances. Focused feedback helps pupils identify and make a specific improvement.

Outdoor adventurous activity progression

Key Stage 2 | Years 3 to 6

Year	Outcome	Evidence	Teaching focus	Vocabulary
Year 3	Follow symbols and a short school-site route; share a checking role.	Observe a paired route and ask each pupil to explain a marker.	Teach a simple key, orientation and clear stop boundaries.	symbol, route, key
Year 4	Orientate a site map and solve a challenge through an agreed group plan.	Observe control-point checks and individual navigation decisions.	Teach map features and a plan-check-review routine; rotate roles.	orientate, control point, review
Year 5	Compare routes, allocate roles and adapt a plan when a condition changes.	Observe a route choice and ask why the group revised it.	Teach landmark checking, efficient routes and constructive discussion.	landmark, strategy, adapt
Year 6	Plan a route with increasing independence and evaluate the effect of group decisions.	Observe navigation, role rotation and an evidence-based evaluation.	Teach contingency choices and clear reasons for a route; keep agreed supervision and boundaries.	contingency, evaluate, navigate

Outdoor adventurous activity is taught across Key Stage 2. CORE learning is navigation, decisions, cooperation and safe participation. Travel and balance SUPPORT the task; ball-sport strands are NOT FORMAL in these OAA activities.

Accessible school-site challenges develop towards increasingly independent planning and evaluation. Clearly marked boundaries, appropriate supervision and purposeful group roles support safe participation. Terrain, routes and communication are adapted to retain the learning goal.