

“Every child is a unique child of God.”



Physical Education Skills Progression document

2023-2024

WHINMOOR



ST. PAUL'S

C of E Primary School

Skills Progression Map

Foundation

Gymnastics		Dance		Body Management	
<ul style="list-style-type: none"> • To develop confidence in fundamental movements • To experience jumping, sliding, rolling, moving over, under and on apparatus • To develop coordination and gross motor skills 	<ul style="list-style-type: none"> • To develop confidence in fundamental movements • To learn and refine a variety of shapes, jumps, balances and rolls • To link simple balance, jump and travel actions 	<ul style="list-style-type: none"> • Recognise that actions can be reproduced in time to music; beat patterns and different speeds • Perform a wide variety of dance actions both similar and contrasting • Copy, repeat, and perform simple movement patterns 	<ul style="list-style-type: none"> • Count and move to beats of 8. • Copy and repeat movement patterns. • Work as an individual, in partners, and as a group. 	<ul style="list-style-type: none"> • Explore balance and managing own body including manipulating small objects • Able to stretch, reach, extend in a variety of ways and positions • Able to control body and perform specific movements on command 	<ul style="list-style-type: none"> • Explore a variety of rolling, sliding and slithering. • Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet • Participate in a variety of small group co-operative activities.
Skills		Skills		Skills	
Adapt instructions to physical actions. Develop take-off and landing position for jumps. Transferring and moving small equipment. Moving through and under apparatus. Copying and repeating actions.	Refines shapes and jumps to improve coordination. Experiment with egg & log roll. Recognise pathways and direction. Points and patches to develop body tension. Link basic movements and use start and finish position.	Link colours to feelings. Explore animal movements and levels. Replicate actions in larger groups. Sequence work. Explore leader or follower work.	Learning and repeating actions through circle dance. Perform to the count of 8. Copy and repeat 4 actions. Perform an African dance motif.	Balance obstacle course. Work with others to move through hoops. Reach, stretch, retrieve objects. Steps, strides, bounce, hop, bridges and tunnels. Travel over apparatus.	Twist, turn, roll. Coordinate and control limbs. Run and jump in time to music. Agility, balance, coordination obstacle course. Perform basic actions with others.
Speed, Agility, Travel		Manipulation and Coordination		Cooperate and Solve Problems	
<ul style="list-style-type: none"> • Travel with some control and coordination • Change direction at speed through both choice and instructions • Stop, start, pause, prepare for and anticipate movement in a variety of situations 	<ul style="list-style-type: none"> • Agility-based activities moving and controlling objects • Recognise different actions such as: moving softly, quietly, quickly, powerfully • Relate body movements to music and percussion 	<ul style="list-style-type: none"> • Send and receive a objects with different body parts. • Work with others to control objects in space. • Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways 	<ul style="list-style-type: none"> • Coordinate similar objects in a variety of ways • Differentiate ways to manoeuvre objects • Skip in isolation and with rope 	<ul style="list-style-type: none"> • Organise and match various items, images, colours and symbols • Work with a partner to listen, share ideas, question and choose • Move confidently and cooperatively in space 	<ul style="list-style-type: none"> • Copy and repeat various patterns and actions • Show an understanding of own feelings and others • Solve more complex tasks using skills learned • Work and play cooperate and take turns

Skills		Skills		Skills	
Demo agility in variety of games. Recognise and follow instructions. Experiment with starting and stopping positions. Perform fast and slow movements. Show control to stop and perform actions.	Play games, take turns. Move by inching, crawling & jumping. Jump for speed and distance. Recognise cues in lyrics to change actions. Use strength to maintain a body shape	Coordinate limbs to carry out defined movements and actions. Replicate bilateral movements. Make contact with ball with legs and feet. Practice hop, step, jump sequence.	Play parachute games. Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops.	Work as an individual and part of a group to match. Keep heart rate high. Travel and follow travel trails as and individual. Work cooperatively to form shapes.	Move along a pathways/trail with partner. Work with partner to form jumping patterns. Respond to visual cues. Compete as a team to complete an obstacle relay.

Key stage One and Key Stage Two

Fundamental Skills/Multi Skills					
Year 1			Year 2		
<p>Children will:</p> <p>Move confidently, in a range of ways taking note of the space. They will use different levels, speeds, techniques and body parts.</p> <p>Move in a range of ways while carrying a bean bag on head focusing on balance and the core.</p> <p>Hold a pose for 5 seconds without moving,</p> <p>Focus on co-ordination using opposite arm to leg.</p> <p>Complete running sequences that include jumps.</p> <p>Use a ball to pass between body parts e.g. through legs, around the waist. Begin to roll a ball in pairs.</p>			<p>Children will:</p> <p>Move confidently, in a range of ways taking note of the space. They will use different levels, speeds, techniques and body parts.</p> <p>Move in a range of ways while carrying a bean bag on head focusing on balance and the core.</p> <p>Hold a pose for 5 seconds without moving,</p> <p>Focus on co-ordination using opposite arm to leg.</p> <p>Complete running sequences that include jumps.</p> <p>Use a ball to pass between body parts e.g. through legs, around the waist. Begin to roll a ball in pairs and groups.</p> <p>Individually throw and catch a ball above head height. Throwing and catching in pairs and small groups.</p>		
Striking and Fielding					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics <p>Skills covered-</p> <p>Use a range of throwing and rolling skills. Return a ball to a base/zone. Work with others to stop players scoring runs. Self-feed and hit a ball. Run between bases to score points.</p>	<ul style="list-style-type: none"> • To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop. <p>Skills covered-</p> <p>Hit with bats (some still hitting with hands). Use kicking to send a ball and score points. Use underarm bowling. Play as part of a team. Run to 'safety'. Outwit bowler and hot to space. Move in line to stop ball</p>	<ul style="list-style-type: none"> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks. <p>Skills covered-</p> <p>General – Bowl with some accuracy and consistency. Use the long barrier to collect a rolling ball / collect and return a moving ball</p> <p>Rounders – Consistently hot one handed. Use underarm bowling action to bowl a 'good' ball. Selecting best base to throw to get players out. Introduction to the role of the backstop.</p>	<ul style="list-style-type: none"> • To develop the range of striking and fielding skills they can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction <p>Skills Covered-</p> <p>General – Directing hit to score runs. Attempt to stop a bouncing ground ball with some success. Cricket – Anticipate when to run to score singles. Bowl overarm from a stationary position. Attempt a pull shot in a game. Intercept the ball with one hand. Rounders – Run at speed to avoid being stumped. Play backstop in small game. Use rounders scoring system. Explain bowling rules. Full and half rounders</p>	<ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance • Develop retrieving and returning the ball. <p>Skills Covered-</p> <p>General – Throw for accuracy over short distances. Recognise where to play. Cricket – Calling for runs with partner. Start to keep wicket. Attempt a bowling with a run up and correct ball grip. Forward defensive shot. Developing knowledge of on and off side as well as specific fielding positions. Rounders – Body position to catch a ball to stump players out. Apply</p>	<p>Apply with consistency standard rules in a variety of different styles of games.</p> <ul style="list-style-type: none"> • Attempt a small range of shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of bowler, batter and fielder <p>Skills Covered-</p> <p>General – Demonstrate urgency when acquiring runs/rounders. Track and catch high balls. Work in pairs to field a long ball. Cricket – Ring field positions, mid on, mid off, mid wicket and cover. Bowling short. On drive. Attacking fielding roles slip, silly point and short leg. Rounders – Play using standard rounders pitch layout. Bowling fast ball. Play tactically to avoid overtaking teammates.</p>
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				backwards hit rule, attempt to catch a backward hit. Distinguish between deep and close fielding.	
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Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils will begin to-</p> <ul style="list-style-type: none"> •link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletics activities. • Take part in a broad range of opportunities to extend strength, balance, agility, and coordination. • Cooperate with others to carry out more complex tasks. <p>Skills covered- Starting and stopping at speed. Show power</p>	<ul style="list-style-type: none"> • Develop power, agility, coordination, and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods of time. • Reflect on activities and make connections between a healthy active lifestyle. • Experience and improve on jumping for distance and height. <p>Skills covered- Aware of others when running</p>	<p>Control movements and body actions in response to specific instructions.</p> <ul style="list-style-type: none"> • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force. <p>Skills covered- Combination jumps. Recognizing and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.</p>	<ul style="list-style-type: none"> • Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. <p>Skills covered- Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.</p>	<ul style="list-style-type: none"> • Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy. <p>Skills covered- Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump</p>	<ul style="list-style-type: none"> • Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently measure and time keep for both track and field events. <p>Skills covered- Sprint start techniques. Developing the phases of triple jump to jump for distance.</p>

in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions	in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.				Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition
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Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements. • Perform basic actions with control and consistency at different speeds and levels. • Challenge themselves to develop strength and flexibility. • Refine and perform a range of point and patch balances. • Develop body management through a range of floor exercises. • Use core strength to link recognised gymnastics elements, e.g., back support and half twist. • Attempt to use rhythm while performing a sequence. <p>Skills recapped-</p>		<p>To become increasingly competent and confident to perform skills more consistently.</p> <ul style="list-style-type: none"> • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as changes in height, speed and direction. • Develop an increased range of body actions and shapes to include in a sequence. • Define muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder. 		<p>Lead group warm-up showing understanding of the need for strength and flexibility.</p> <ul style="list-style-type: none"> • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up own sequences. • Arrange own apparatus to enhance work and vary compositional ideas. • Experience flight on and off of high apparatus. • Perform increasingly complex sequences. • Combine own ideas with others to build

	<p>Carry equipment safely. Hurdle step take off. Perform egg roll and log roll. Explore body tension. Linking movements. Rock, spin, turn. Move on, off, over. Point balances h,y, front/back support</p> <p>Skills Covered- Use start & finish shapes. Power in jumping. Levels and speed. Rhythm in performing. Body management in a range of actions. Arabesque, bridge, japana.</p>		<p>Skills recapped- Contrasting shapes, body control when rolling. Partner unison. Patterns. Fluency in movement. Half lever. Bouncing , smooth transitions and extension.</p> <p>Skills Covered- Cartwheel progressions. Using STEP. Judging. Changes in speed. Shoulder roll. Shoulder stand. Showing flow. Fitness through tabattas</p>		<p>sequences.</p> <ul style="list-style-type: none"> • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions. <p>Skills recapped- Symmetry & asymmetry. Perform counterbalances. Round off progressions. Linking cartwheels & roundoffs. Performing pathways. Devising warm-ups</p> <p>Skills Covered- Prepare for vaulting. Dismounting from height. Flight in unison & cannon. Use music. Create group patterns. Entrance and relationships to one another. Use stimuli such as ribbons and hoops.</p>
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Health and Fitness			
Year 3	Year 4	Year 5	Year 6
<p>Children can:</p> <p>Say how their body feels before, during and after exercise.</p> <p>Use equipment appropriately and move and land safely.</p> <p>Explain why we need to warm up and cool down.</p> <p>Describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p> <p>Record and monitor how hard they are working.</p>		<p>Children can:</p> <p>Describe the basic fitness components and explain how often and how long they should exercise to be healthy.</p> <p>Record and monitor how hard they are working.</p> <p>Self-select and perform appropriate warm up and cool down activities.</p> <p>Identify possible dangers when planning an activity.</p> <p>Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>Plan and follow their own basic fitness programme</p>	

Invasion Games Overview					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To practice basic movements including running, jumping, throwing and catching. • To begin to engage in competitive activities. • To experience opportunities to improve agility, balance and coordination. 	<ul style="list-style-type: none"> • Can send a ball using feet and can receive a ball using feet. • Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. • To select and apply a small range of simple tactics. • Recognise good quality in 	<ul style="list-style-type: none"> • To perform some basic invasion games skills, throwing, catching, kicking and dribbling. • To build attacking/offensive play. • Able to show basic control skills including sending and receiving the ball. • To send the ball with some accuracy to maintain possession 		<ul style="list-style-type: none"> Use strength, agility and coordination when defending. • Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in 	<ul style="list-style-type: none"> • Apply aspects of fitness to the game such as power, strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more

<ul style="list-style-type: none"> • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for, and explaining the reasons why we enjoy exercise. 	<p>self and others.</p> <ul style="list-style-type: none"> • To work with others to build basic attacking play. 	<p>and build attacking play.</p> <ul style="list-style-type: none"> • Able to implement basic rules of modified games e.g. basketball. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession • Use space efficiently to build an attack. • Link skills to perform as a team. 		<p>a variety of positions and formations on the pitch.</p> <ul style="list-style-type: none"> • Relate a greater number of attacking and defensive tactics to gameplay • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role. 	<p>technical aspects of the game.</p> <ul style="list-style-type: none"> • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
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Skills Taught

<p>Send to targets. Catch and intercept. Bounce ball to self. Defend a target. Attack and defend as a pair. Communicate with partner. Compete in a basic tournament 2v2.</p>	<p>Kick with inside of foot and stop ball with feet. Control a ball. Bounce the ball to send it. Bounce a ball to begin to dribble. Throw/send a variety of equipment. Pass and move. Intercepting in a game. Play goalkeeper</p>	<p>General - Dribbling, passing in pairs. Defensive positioning. Building an attack. Finding space to receive the ball. Shot, pass, dribble theory. Basketball – Jump Ball, 2 handed shot. Defensive body position. Football – Using inside</p>		<p>General – Combine basic skills with confidence such as dribbling and shooting. Select and apply appropriate skills in a game situation Basketball – Block, forward pivot, forward pass, push pass,</p>	<p>General – Compare performances. Comprehend and show why player with the ball should keep moving or be ready to pass quickly. Basketball – Fast</p>
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		and outside of foot, trapping. Tag Rugby – Ball handling. Running past defenders. Evading taggers and tag protocol.		boxing out.. Hockey – Block tackle, passing in the D, sweep shot, dragging the ball. Handball – Jump shot, closing angles, pivoting to pass, set plays. Netball – Effective bounce pass in game, use a greater variety of dodging skills, pivot and pass, 2 handed shooting. Tag Rugby – Tagging opposition, when to run and when to pass into space, deny space to opposition, pop pass, magic diamond formation, 3 step and pass technique	break, retreat dribble, free throw rules, L-cut, v-cut, Pin down. Football – Setting up others to shoot, deny space, role of covering defender, penalty shooting, goal keeping, close control knee, chest. Netball – Double bounce rule, marking to pass or shoot, organisation around the D, rebounds as attacker and defender, knocking the ball away. Tag rugby – Set play for attacking, take the distance not the time, spaces not faces.
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Net and Wall Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return 	<ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some 	<ul style="list-style-type: none"> • Identify and describe some rules of net/wall games. • Serve to begin a game. 	<ul style="list-style-type: none"> • Explore and use different shots with both the forehand and backhand • Demonstrate different net/wall skills. • Practise some trick shots 	<ul style="list-style-type: none"> Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend 	

<p>it.</p> <ul style="list-style-type: none"> • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills to beat the opposition. <p>Skills Covered- Sliding and receiving a ball/beanbag. Explore different ways of sending a ball. Moving towards and returning balls. Scoring points against opposition. Attempt to hit a ball. Basic rally with slow moving objects (balloon). Feeding the ball over a net. Track balls. Develop core strength to send objects from a sitting, kneeling, and standing position.</p>	<p>consistency</p> <ul style="list-style-type: none"> • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation. • Improve agility and coordination and use in a game. <p>Skills Covered- Identify the dominant and non-dominant side. Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet. Develop agility in isolated challenges. Develop the ready position to receive a ball. Play a variety of roles in a simple game. Throw into space to make it difficult for opponent to return. Play out a point from a serve.</p>	<ul style="list-style-type: none"> • Explore forehand hitting. • Play with some understanding of modified court boundaries. • Show understanding of how sitting volleyball is an inclusive game. <p>Focus lessons- Tennis.</p> <p>Skills covered- Tennis – Ready position. Hit to different areas of court. Perform a forehand shot. Move towards the ball to return. Serve with some accuracy to targets.</p>	<p>in isolation.</p> <ul style="list-style-type: none"> • Work to return the serve. • Demonstrate different court positions in gameplay. • Start to implement basic volleyball rules <p>Focus lessons- Badminton</p> <p>Skills covered- Badminton - Underarm forehand shot. Overhead/clearance shot. Introducing backhand. Practice racquet handling skills with trick shots. Explain different scoring scenario</p>	<p>points in competitive games.</p> <ul style="list-style-type: none"> • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots. • Further, explore Tennis service rules. <p>Focus lessons- Badminton</p> <p>Skills covered- Badminton – Moving opposition around court. Perform forehand long and short serves. Use close control. Develop reaction time.</p>	
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Cross Country

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Children will:	Children will:

				<p>Correctly pace themselves at different points of a long-distance run.</p> <p>Use their breathing correctly to enhance their performance.</p> <p>Confidently and successfully complete a 900metres course.</p> <p>Successfully complete a 1200metres course.</p> <p>Successfully complete a 1500metres course.</p>	<p>Confidently pace themselves at different points of a long-distance run.</p> <p>Confidently use their breathing correctly to enhance their performance.</p> <p>Confidently and successfully complete a 900metres course.</p> <p>Confidently and successfully complete a 1200metres course.</p> <p>Confidently and successfully complete a 1500metres course.</p>
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Swimming

Year 3	Year 4	Year 5	Year 6		
	<p>Children will: Autumn Term and Spring Term</p> <p>Swim between 10m and 20m unaided in shallow water, using one basic</p>				

	<p>method to achieve the distance.</p> <p>Kick legs from the hip and identify when this needs improvements.</p> <p>Use floats to swim longer distances with a more controlled leg kick.</p> <p>Identify and describe differences between different leg and arm actions</p> <p>Put face in water and blow bubbles. (begin to do this whilst swimming)</p> <p>Join in all swimming activities confidently.</p> <p>Explore how to move in and under water.</p> <p>Enter and exit water safely and remain safe around water.</p> <p>Explain what dangers to identify around water. They will be able to understand water can be dangerous and repeat what to do when in difficulty</p>				
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Put face in water and breathe correctly when swimming in one identifiable stroke.

Use a float to aid their swimming and confidence in deeper water.

Use a float to develop leg and arm techniques.

Begin to explain how to keep safe whilst in water and what dangers should be identified.

Moving onto



Swim 25m unaided in water using one basic method to achieve this distance.

Use two different strokes swimming on both front and back.

Control breathing. Swim confidently and fluently both on the surface and under the water.

Explain how to remain safe in water and what do if you or someone nearby gets into difficulty

Evaluation

Year 3	Year 4	Year 5	Year 6
<p>Children will:</p> <p>Watch and describe performances accurately.</p> <p>Begin to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>		<p>Children will:</p> <p>Watch and describe performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	