

Gymnastics

	Aims					
	The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					
	National Curriculum:					
	Key Stage 1		Key Stage 2			
	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.		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.			
	Objectives:					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
			Develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement		Continue to implement and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequence of movements; Enjoy communicating and collaborating;	
Learning Outcomes:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Show basic control and coordination when travelling and when remaining still; Choose and link 'like' actions; Remember and repeat these actions accurately and consistently; Find and use space safely, with an awareness of	Plan and repeat simple sequences of actions; show contrasts in shape; Perform a sequence that shows clear change of speed; Perform the basic gymnastic actions with coordination, control and variety; Recognise and describe how they feel after exercise;	Use a greater number of their own ideas for movements in response to a task; Choose and plan sequences of contrasting actions; Adapt sequences to suit different types of apparatus and their partner's ability; Explain how strength and	Perform actions, balances, body shapes and agilities with control; Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; Adapt their own movements to include a partner in a sequence;	Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; Choose actions, body shapes and balances from a wider range of themes and ideas; Adapt their performance to the demands of a task, using their knowledge of	Make up longer, more complex sequences, including changes of direction, level and speed; Develop their own solutions to a task by choosing and applying a range of compositional principles; Combine and perform gymnastic actions, shapes and balances;

	others; Identify and copy the basic actions of gymnasts; Use words such as rolling, travelling, balancing, climbing; Make their body tense, relaxed, stretched and curled; Describe what they do in their movement phrases	Describe what their bodies feel like during gymnastic activity; Describe what they and others have done; Say why they think gymnastic actions are being performed well Be able to perform a sequence that flows; Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	suppleness affect performance; Compare and contrast gymnastic sequences, commenting on Similarities and differences; With help, recognise how performances could be improved; Be able to perform a sequence in time with a partner; Know and understand to teach a sequence to a partner; Suggest warm-up activities;	Understand that strength and suppleness can be improved; Recognise criteria that lead to improvement, <i>e.g. changing a level</i>; watch, describe and suggest possible improvements to others' performances; Suggest improvements to their own performance Be able to perform a sequence following a pathway, in time with a partner; Know and understand how to sequence movements that move people together and apart lead a partner through short warm-up routines;	composition; Use basic set criteria to make simple judgements about performances and Suggest ways they could be improved Be able to link and perform multiple sequential elements e.g. up to 8 understand the need for warming up and working on body strength, tone and flexibility; Lead small groups in warm-up activities;	Show clarity, fluency, accuracy and consistency in their movements; Say, in simple terms, why activity is good for their health, fitness and wellbeing; Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving Be able to link at 3 different levels; Know and understand how to perform at different levels; Be able to link and perform multiple sequential elements e.g. up to 10 Be able to adapt an individual sequence to become a group sequence; Understand the importance of warming up and cooling down;
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