**Early Years**

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|  | **ELG Statements**  *(Endpoints children will achieve)* | **Substantive Knowledge**  *(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge** | **Vocabulary** |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Nursery** | The main Early Years Outcomes covered in the Gymnastics units are: • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception) • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception) • Combine different movements with ease and fluency. (PD: Reception) • Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) • Demonstrate strength, balance and coordination when playing. (PD: ELG) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) | I know about where I live.  I know about some of the features of my environment. | I know where my home is. | Home  House  Street  Road |
| **Reception** | The main Early Years Outcomes covered in the Gymnastics units are: • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception) • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception) • Combine different movements with ease and fluency. (PD: Reception) • Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG) • Demonstrate strength, balance and coordination when playing. (PD: ELG) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG) | Create a short sequence of movements.  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one space to another with control.  Move around, under, over, and through different objects and equipment. | Describe how the body feels when still and when exercising.  Begin to balance with control.    Talk about what they have done.  Talk about what others have done.  Control my body when performing a sequence of movements.  Participate in simple games. | Roll  Egg roll  Pencil roll  Teddy bear roll  Stretch  Space  Straight jump  Tuck jump  Jumping jack  Half turn jump |

**Key Stage 1**

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Substantive Knowledge**  *(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge**  *(geographical skills and frameworks)* | **Vocabulary** |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |
| **Year 1 Gym** | The main KS1 national curriculum aims covered in the Gymnastics units are:  • 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. | Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide).  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances. Carry out simple stretches.  Carry out a range of simple jumps, landing safely.  Move around, under, over, and through different objects and equipment.  Begin to move with control and care. | Describe how the body feels before, during and after exercise.  Carry and place equipment safely.  Perform using a range of actions and body parts with some coordination.  Watch and describe performances.  **Begin to say how they could improve.** | Log roll  Curled side roll (egg roll) Teddy bear roll  Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  bunny hop  Tiptoe,  step,  jump  hop Hopscotch  Skipping  Galloping |
| **Year 2 Gym** | The main KS1 national curriculum aims covered in the Gymnastics units are:  • 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. | Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care. | Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy.  **Perform sequences of their own composition with coordination.**  Perform learnt skills with increasing control | Log roll  Curled side roll (egg roll) Teddy bear roll  Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  bunny hop  Tiptoe,  step,  jump  hop Hopscotch  Skipping  Galloping |

**Key Stage 2**

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|  | **National Curriculum Outcomes**  *(Endpoints children will achieve)* | **Substantive Knowledge**  *(locational knowledge, place knowledge, human and physical geography)* | **Disciplinary Knowledge**  *(* | **Vocabulary** |
|  |  | Children will know how to/be able to: | Children will know how to/be able to: | Children will recall and verbalise: |

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| **Year 3 Gym** | The main KS2 national curriculum aims covered in the Gymnastics units are:  • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements. | Recognise and describe the effects of exercise on the body.  Can link a combination of actions with increasing confidence.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm up and cool down Develop the quality of the actions in their performances.  **Perform learnt skills and techniques with control and confidence.**  Compete against self and others in a controlled manner  Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Cat leap  Hurdle  Tiptoe,  step, jump and hop Hopscotch  Skipping  Chassis steps  balances, apparatus Matching contrasting |
| **Year 4 Gym** | The main KS2 national curriculum aims covered in the Gymnastics units are:  • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances  . | Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down.  **Perform and create sequences with fluency and expression.**  **Perform and apply skills and techniques with control and accuracy**  Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Cat leap  backward roll  Hurdle  springboard  Squat  Hopscotch  Skipping  Chassis steps  Pivot ,  2, 3 and 4- point balances |
| **Year 5 Gymnastics** | The main KS2 national curriculum aims covered in the Gymnastics units are:  • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise.  Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. | Perform jumps, shapes and balances fluently and with control.  Can confidently use equipment to vault in a variety of ways.  Can combine equipment with movement to create sequences.  **Can perform own longer, more complex sequences in time to music.**  **Can consistently perform and apply skills and techniques with accuracy and control.**  Can choose and use criteria to evaluate own and others’ performances.  Can explain why they have used particular skills or techniques, and the effect they have had on their performance. | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Cat leap  backward roll  Hurdle  springboard  Squat  Hopscotch  Skipping  Chassis steps  Pivot ,  2, 3 and 4- point balances |
| **Year 6 Gymnastics** | The main KS2 national curriculum aims covered in the Gymnastics units are:  • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.  Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers’ performances, and evaluate these.  Apply skills and techniques consistently, showing precision and control.  Understand the importance of warming up and cooling down.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier | Can thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.  **Can create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.**  Can demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Can confidently use equipment to vault and incorporate this into sequences.  Carry out warm-ups and cool-downs safely and effectively.  Can develop strength, technique and flexibility throughout performances. | Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Cat leap  backward roll  Hurdle  springboard  Squat  Hopscotch  Skipping  Chassis steps  Pivot ,  2, 3 and 4- point balances |