|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Physical Development** **Gross Motor Skills ELG**   * Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | **National Curriculum – In KS1 pupils should be taught to:**   * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending | | | |
|  | **EYFS** | | **YEAR 1** | | | **YEAR 2** | |
| **KNOWLEDGE** | **Shapes:** understand that I can make different shapes with my body.  **Balances:** know that I should be still when holding a balance.  **Rolls:** know that I can change my body shape to help me to roll.  Jumps: know that bending my knees will help me to land safely.  **Strategy:** know that if I hold a shape and count to five people will see it clearly. | | **Shapes:** understand that I can improve my shapes by extending parts of my body.  **Balances:** know that balances should be held for 5 seconds.  **Rolls:** know that I can use different shapes to roll.  Jumps: know that landing on the balls of my feet helps me to land with control.  **Strategy:** know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. | | | **Shapes:** know that some shapes link well together.  **Balances:** understand that squeezing my muscles helps me to balance.  **Rolls:** understand that there are different teaching points for different rolls.  **Jumps:** understand that looking forward will help me to land with control.  **Strategy:** know that if I use shapes that link well together it will help my sequence to flow. | |
| **SKILLS** | **Shapes:** show contrast with my body including wide/narrow, straight/curved.  **Balances:** explore shapes in stillness using different parts of my body.  **Rolls:** explore rocking and rolling.  Jumps: explore jumping safely. | | **Shapes:** explore basic shapes straight, tuck, straddle, pike. **Balances:** perform balances making my body tense, stretched and curled.  **Rolls:** explore barrel, straight and forward roll progressions. **Jumps**: explore shape jumps including jumping off low apparatus. | | | **Shapes:** explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. **Rolls:** explore barrel, straight and forward roll and put into sequence work. **Jumps:** explore shape jumps and take off combinations | |
| **VOCABULARY** | Move copy shape over space rock around safely sideways travel forwards backwards | | Action jump roll level direction speed point balance | | | Link pathway sequence tuck straddle speed star pike | |
|  | **National Curriculum – In KS2 pupils should be taught to:**   * 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 | | | | | | |
|  | **YEAR 3** | **YEAR 4** | | | **YEAR 5** | | **YEAR 6** |
| **KNOWLEDGE** | **Shapes**: understand how to use body tension to make my shapes look better.  **Balances**: understand that I can make my balances look interesting by using different levels.  **Rolls:** understand the safety considerations when performing more difficult rolls.  **Jumps**: understand that I can change the take off and shape of my jumps to make them look interesting.  **Strategy:** know that if I use different levels it will help to make my sequence look interesting. | **Shapes:** understand how shapes can be used to improve my sequence.  **Inverted movements:** know that inverted movements are actions in which my hips go above my head.  **Balances:** know how to keep myself and others safe when performing partner balances.  **Rolls:** understand that I can keep the shape of my roll using body tension.  **Jumps:** know that I can control my landing by landing toes first, looking forwards and bending my knees.  Strategy: know that if I use different directions it will help to make my sequence look interesting. | | | **Shapes:** understand that shapes underpin all other skills.  **Inverted movements:** understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.  **Balances:** understand how to use contrasting balances to make my sequences look interesting.  **Rolls:** understand that I need to work within my own capabilities and this may be different to others.  **Jumps:** understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.  **Strategy:** know that if I use different pathways it will help to make my sequence look interesting | | **Shapes:** know which shapes to use for each skill.  **Inverted movements**: understand that spreading my weight across a base of support will help me to balance.  **Balances:** know where and when to apply force to maintain control and balance.  **Rolls:** understand that I can use momentum to help me to roll and know where that momentum from.  **Jumps:** understand that taking off from two feet will give me more height and therefore more time in the air.  **Strategy:** know that if I use changes in formation it will help to make my sequence look interesting |
| **SKILLS** | **Shapes:** explore matching and contrasting shapes.  **Balances:** explore point and patch balances and transition smoothly into and out of them.  **Rolls:** develop the straight, barrel, and forward roll.  **Jumps:** develop stepping into shape jumps with control | **Shapes:** develop the range of shapes I use in my sequences  **Inverted movements:** develop strength in bridge and shoulder stand.  **Balances:** develop control and fluency in individual and partner balances.  Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.  **Jumps:** develop control in performing and landing rotation jumps. | | | **Shapes:** perform shapes consistently and fluently linked with other gymnastic actions. **Inverted movements**: explore progressions of a cartwheel.  **Balances:** explore symmetrical and asymmetrical balances.  **Rolls:** develop control in the straight, barrel, forward, straddle and backward roll.  **Jumps:** select a range of jumps to include in sequence work. | | **Shapes:** combine and perform gymnastic shapes more fluently and effectively. **Inverted movements**: develop control in progressions of a cartwheel and a headstand.  **Balances:** explore counter balance and counter tension.  **Rolls:** develop fluency and consistency in the straddle, forward and backward roll. **Jumps:** combine and perform a range of gymnastic jumps more fluently and effectively. |
| **VOCAB** | flow explore create matching interesting control contrasting | quality perform inverted technique apparatus extension | | | symmetrical rotation aesthetics canon asymmetrical synchronisation progression | | momentum fluently stability formation counter balance  counter tension |