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| Branton St. Wilfrid’s CofE Primary School – Physical Education  Gymnastics Curriculum Map | | | | | | | | |
| National Curriculum Objectives | | | | | | | | |
| **Reception – National Curriculum Objectives**  **Personal, Social and Emotional Development**  • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.  • Increasingly follow rules, understanding why they are important.  • Remember rules without needing an adult to remind them.  **Physical Development**  • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks.  • Start taking part in some group activities which they make up for themselves, or in teams.  • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  • Show a preference for a dominant hand.  • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips  **Expressive Arts and Design**  • Respond to what they have heard, expressing their thoughts and feelings.  **Reception Personal, Social and Emotional Development**  • Manage their own needs. - personal hygiene  • Know and talk about the different factors that support overall health and wellbeing: - regular physical activity  **Physical Development**  • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing  • Progress towards a more fluent style of moving, with developing control and grace.  • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  • Combine different movements with ease and fluency.  • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  • Develop overall body strength, balance, coordination and agility.  **Expressive Arts and Design**  • Explore, use and refine a variety of artistic effects to express their ideas and feelings.  • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  • Create collaboratively, sharing ideas, resources and skills.  • Listen attentively, move to and talk about music, expressing their feelings and responses.  • Watch and talk about dance and performance art, expressing their feelings and responses.  • Explore and engage in music making and dance, performing solo or in groups.  **Personal, Social and Emotional Development Managing Self**  • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing. Building Relationships  • Work and play cooperatively and take turns with others.  **Development Gross Motor Skills**  • 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.  **Expressive Arts and Design**  **Being Imaginative and Expressive**  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | | | |
|  | **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 * perform dances using simple movement patterns. | | | **KS2**  Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve **their personal best** | | | | |
| Lesson Objectives | | | | | | | | |
| R | 1 | 2 | 3 | | 4 | 5 | 6 |
| Health and Fitness | | | | | | | | |
| Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise. Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy | Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warmup and cool-down. | | 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. | Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. |
| Acquiring and Developing Skills in Gymnastics (General) | | | | | | | | |
| 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. Begin to balance with control. Move around, under, over, and through different objects and equipment. | 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. | 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. | 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 | | 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. | Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. 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. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences. | Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. |
| Rolls | | | | | | | | |
| Curled side roll (egg roll)  Log roll (pencil roll)  Teddy bear roll | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll  (controlled) | Log roll (controlled)  Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking for forward roll  Crouched forward roll | Crouched forward roll  Forward roll from standing  Tucked backward roll | | Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Tucked backward roll  Backward roll to straddle | Forward roll from standing  Straddle forward roll  Pike forward roll  Dive forward roll  Tucked backward roll  Backward roll to straddle  Backward roll to standing pike  Pike backward roll |
| Jumps | | | | | | | | |
| Straight jump Tuck jump Jumping Jack Half turn jump | Straight jump Tuck jump Jumping jack Half turn jump Cat spring | Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap | | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap | Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap |
| Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table | | | | | | | | |
|  | Straight jump off springboard | Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard | Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off | | Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off | Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault | Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault |
| Handstands, Cartwheels and Round-offs | | | | | | | | |
| Bunny hop | Bunny hop Front support wheelbarrow with partner | Bunny hop Front support wheelbarrow with partner T-lever Scissor kick | Handstand Lunge into handstand Cartwheel | | Lunge into handstand Lunge into cartwheel | Lunge into handstand Lunge into cartwheel Lunge into round-off | Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off |
| Travelling & Linking Actions | | | | | | | | |
| Tiptoe, step, jump and hop | Tiptoe, step, jump and hop Hopscotch Skipping Galloping | Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn | Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap | | Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot | Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot | Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot |
| Shapes and Balances | | | | | | | | |
| Standing balances | Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes | Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support | Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support | | 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support | 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support | 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support |
| Compete/Perform | | | | | | | | |
| Control my body when performing a sequence of movements. Participate in simple games. | Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games | Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. | 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. | | Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition |
| Evaluate | | | | | | | | |
| Talk about what they have done. Talk about what others have done. | Watch and describe performances. Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. | | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |