

PE Overview – 2014 Curriculum – Gymnastics

	Autumn Term		Spring Term		Summer Term	
	one	two	one	two	one	two
EYFS	INTRODUCTORY UNIT	TRAVELLING	STRETCHING AND CURLING	TRAVELING	TOPs Cards	N/A (Multiskills)
	To move freely with pleasure and confidence in a range of ways and to negotiate space successfully, adjusting speed or changing direction to avoid obstacles. To sit up, stand up and balance on various parts of the body. To demonstrate the control necessary to hold a shape or fixed position. To be able to negotiate an appropriate pathway. To show respect for other children's personal space. Children to persevere in repeating some actions or attempts when developing a new skill and show increasing control in using equipment for climbing, scrambling, sliding and swinging. To observe the effects of activity on their bodies.					
Year 1	FLIGHT- BOUNCING, JUMPING, LANDING	POINTS AND PATCHES	ROCKING AND ROLLING	WIDE, NARROW AND CURLED	TOPs Cards	N/A (Multiskills)
	To copy & explore basic actions with some control & co-ordination. To begin to choose & link basic actions, to recognise & use space appropriately. To watch & discuss my own work & that of my peers and to safely perform teacher led warm-ups.					
Year 2	PARTS HIGH, PARTS LOW	PATHWAYS	SPINNING, TURNING, TWISTING	LINKING MOVEMENTS TOGETHER	Val Sabin (focus on apparatus)	N/A (Multiskills)
	To understand the need for warm up & cool down and what happens to my body during exercise. To begin to identify the difference between my performance & that of others. To begin to select simple actions to construct basic sequences. To copy, remember, explore & repeat simple actions using varying speed & levels					
Year 3	STRETCHING AND CURLING	SYMMETRY AND ASYMMETRY	PATHWAYS	TRAVELLING	N/A (Athletics)	N/A (Athletics)
	To copy, remember, explore & repeat simple actions, to link & vary ideas with control & co-ordination. To apply compositional ideas to sequences alone & with others. To describe my own & others' work noting similarities & differences and make suggestions for improvements. To work safely, recognise changes in my body and give reasons why PE is good for health					
Year 4	BALANCE	RECEIVING BODYWEIGHT	BALANCE	ROLLING	N/A (Athletics)	N/A (Athletics)
	To copy, remember, explore & repeat more complex actions. To link ideas and skills with control & greater precision. To apply compositional ideas to sequences alone & with others. To describe my own & others' work noting suggestions for improvements using accurate vocabulary. To work safely, recognise changes in my body. To understand why a warm up is important and give reasons why PE is good for health					
Year 5	N/A (Swimming)	N/A (Swimming)	BRIDGES	FLIGHT	N/A (Athletics)	N/A (OAA)
	To link ideas, skills & techniques with control, precision & fluency when performing basic skills. To understand composition by performing more complex sequences. To describe how to refine, improve & modify performances. To demonstrate specific aspects of warm-up & describe effects of exercise on the body					
Year 6	MATCHING AND MIRRORING	SYNCHRONISATION	HOLES AND BARRIERS	COUNTER-BALANCE	N/A (Athletics)	N/A (OAA)
	To lead own warm up & demonstrate all round safe practice. To analyse skills & suggest ways to improve quality of performance- showing sound knowledge & understanding. To select & use a wide range of compositional skills in complex sequences alone & in groups, showing an ability to innovate. To perform & create movement sequences with some complex skills, displaying accuracy & consistency					

The 2014 national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activit
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

EYFS – will develop co-ordination, control and movement through being active and interactive.

KS1 – Will develop fundamental movement skills, balance, agility and co-ordination through gymnastics in a range of increasingly challenging situations.

KS2 - Will develop a broader range of movement skills such as flexibility, strength, control, balance and technique throughout sequences of movement. They will compare their performances with previous ones, evaluate and demonstrate improvement to achieve their personal best.