

PE Overview – Gymnastics

	Autumn Term		Spring Term		Summer Term	
	one	two	one	two	one	two
EYFS	Use of a Space	Travelling	Stretching and Curling	Travelling taking weight on body parts	TOPs Cards	Ways of Travelling
	<p>Create a short sequence of movements. Move around, under, over and through different objects and equipment. Travel in different ways. Begin to balance with control. Jump in a range of ways from one space to another with control.</p>					
Year 1	FLIGHT- BOUNCING, JUMPING, LANDING	POINTS AND PATCHES	ROCKING AND ROLLING	WIDE, NARROW AND CURLED	TOPs Cards	Ways of Balancing
	<p>Create and perform a movement sequence. Beginning to show control and care when moving around, under, over and through different objects and equipment. Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out a range of simple jumps, landing safely.</p>					
Year 2	Parts of the Body	Straight, zig-zag and curving	SPINNING, TURNING, TWISTING	LINKING MOVEMENTS TOGETHER	Ways of balancing	Ways of travelling
	<p>Copy, explore and remember actions and movements to create their own sequence. Climb onto and jump off the equipment safely. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different parts of the body. Jump in a variety of ways and land with increasing control and balance.</p>					
Year 3	STRETCHING AND CURLING	SYMMETRY AND ASYMMETRY	PATHWAYS	TRAVELLING	Ways of travelling	Ways of travelling
	<p>Choose ideas to compose a movement sequence independently and with others. Begin to use the equipment to vault. Use turns whilst travelling in a variety of ways. Create interesting body shapes while holding balances with control and confidence. Use a range of jumps in their sequences.</p>					
Year 4	BALANCE	RECEIVING BODYWEIGHT	BALANCE	ROLLING	N/A (Athletics)	Moving in and out of a balance
	<p>Create a sequence of actions that fit a theme, using and increasing range of actions, directions and levels. Use equipment to vault in a variety of ways. Travel in different ways, including using flight. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. To use a wider range of jumps in their sequences and beginning to develop good technique.</p>					
Year 5	Bridges	Flight	Use of Limbs	Spinning and Turning	Ways of travelling	N/A (OAA)
	<p>Select ideas to compose specific sequences of movements, shapes and balances. Combine equipment with movement to create sequences. To use a wide range of travelling and linking actions. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity. Perform a wider range of jumps fluently and with control.</p>					
Year 6	MATCHING AND MIRRORING	SYNCHRONISATION	HOLES AND BARRIERS	COUNTER-BALANCE	Moving in and out of a balance	N/A (OAA)
	<p>Create their own complex sequences involving the full range of actions and movements; travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Confidently use equipment to vault and incorporate this into sequences. To use the full range of travelling and linking actions, showing precision. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. To use the full range of jumps showing good technique, strength and flexibility throughout the performance.</p>					

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

- develop competence to excel in a broad range of physical activity
- 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.