



	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Curriculum Objectives</u>	<u>Gymnastics</u>						
	<p>Revise and Refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage with gymnastics</p> <p>Combine different movements with ease and fluency</p>	<ul style="list-style-type: none"> • Can move with control (forwards, backwards and side to side) and have awareness of space • Can perform movement phrases (by imitating different animals) using a range of body parts and actions • Can jump in a variety of ways (forwards and backwards two footed) and land with some control and balance • Is able to hold a balance • Can watch, copy and describe what others have done • Link two or more actions to make a sequence 	<ul style="list-style-type: none"> • Can combine short movements and balances creating links • Can use various balances and balance points to create different shapes • Can perform a number of simple rolls e.g. pencil, log, teddy bear, forward • Is able to link rolls using simple floor exercises and balances • Is able to recognise the difference between rolls, jumps, floor exercises and balances 	<ul style="list-style-type: none"> • Can confidently perform a range of balances (on hands and feet) using various pads and points • Can use those various balances to create different shapes and letters • Can recognise and use all parts of their body to move/travel in different ways • Can use travelling steps to correctly link moves together • Can use the correct technique to successfully vault up 	<ul style="list-style-type: none"> • Can create a short performance by linking jumps rolls and balances • Can create a wide range of shapes and letters using multi-point balances • Can identify floor exercises and how the exercises differ from rolls or jumps • Is able to hold a number of floor exercises such as front, back and side support • Can confidently perform jumps off a vault/table e.g. tuck, stretch and star jumps 	<ul style="list-style-type: none"> • Can perform actions in a fluent and consistent performance • Can create sequences and adapt variables such as feedback, the needs of a partner and the implementation of equipment • Understands centre of gravity and use this to create interesting body shapes • Use equipment in a variety of ways (e.g. vaults and balances). • Can link rolls, floor exercises, jumps and balances to create a short sequence or routine • Can lead a stretching routine / warm up and understand flexibility / agility and its importance within gymnastics 	<ul style="list-style-type: none"> • Can evaluate and improve their own and others work • Understands which rolls, jumps, exercises and balances (from prior years) can and can't be linked. • Can perform a more complex sequence to a piece of music expressing mood and style though movements and tempo. • Creates complex and well executed sequences including: Travelling, Balances, jumps, Stretch's, Twists & Rolls using precise and accurate movements

Dance

Progress towards a more fluent style of moving, with developing control and grace

Develop the overall body strength, co-ordination, balance and agility needed to engage with dancing

Combine different movements with ease and fluency

- Is able to copy short motifs when demonstrated or shown
- Is able to create a short phrase using 2 or more separate movements and repeat them to a beat
- Can perform basic dance moves including turns and changes of direction using jumps and travels

- Can link more than 2 dance moves or actions together to make a short motif
- Can identify a beat within a piece of music and stamp/clap to it.
- Can copy short sequence steps with increasing accuracy

- Can use their imagination to create a basic freestyle dance move
- Can perform given routines from memory whilst performing in the correct order and with a good level of accuracy
- Perform a singular higher level dance move (elevated or aerial in space) with a greater control of accuracy or timing

- Can use choreograph their own motif (using repetition, direction, level speed and space)
- Can choreograph their own short routine in time with a given piece of music

- Can choose their own dance steps and develop them in to a routine
- Can explore different styles of dance and develop short routines in the style
- Perform dance actions with control and expression

- Choreograph short routines to portray a particular mood or style
- Perform longer routines from memory adding expression and extension (lifting one leg to the side, front or rear) to their movements

		<u>Games</u>					
	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<ul style="list-style-type: none"> • Can identify space and move in and out of it as and when others do the same • When moving around is able to change direction and recognise when a collision may occur • Can stop and move a ball with various parts of their body (foot and hand) under controlled (game situation) conditions • Can throw or kick a ball into a space avoiding an opponent in a game • Can move into or identify a space to receive a ball in a game 	<ul style="list-style-type: none"> • Can identify how to make games or tasks difficult (defending) for opponents by using space or skills • Can use a range of passes to complete tasks e.g. overarm or underarm throws as well as bounce passes. • Can confidently hold and demonstrate how to make contact with a ball using a bat or racquet • Can show understanding of when is best to use a skill move and when isn't 	<ul style="list-style-type: none"> • Can demonstrate how to use different surfaces of the foot (inside, outside, laces, heel and sole) to dribble a ball • Can demonstrate how to use different throws and or passes (from prior years) to a team mate • Can regularly find space in a game and use it to their own / team advantage • Can engage an opponent in a game situation to make difficulties for opposition 	<ul style="list-style-type: none"> • Can combine previous objectives to now both dribble and pass in games • Can use a range of techniques to keep possession and choose when is best to use skills and when is best to pass • Can demonstrate good hand-eye co-ordination and maintain eye contact with a pass in order to successfully catch various size balls/objects • Is able to use a variety of different surfaces objects to hit a ball e.g. tennis racquet, golf club, rounder / cricket bats 	<ul style="list-style-type: none"> • Is able to dribble avoiding obstacles or opponents using skills or changing direction to do so • Can hit a ball into space or an area selected to increase their chances of scoring during a game • Can take responsibility of a catch during a game using • Can take lead and show understanding of the game, helping others by using their voice • Can demonstrate understanding of the game by using a variety of throws and acknowledging which station to throw to during certain situations 	<ul style="list-style-type: none"> • Can positively impact their own teams outcome by helping others find space within a team game or by using their own position to allow a teammate to impact a game. • Can continually select the correct throw/pass to use in order to maximise their team's chances of scoring • Can successfully identify which teammates and which positions within a game offer the best opportunities to score • Can showcase/demonstrate an array of both attacking and defensive skills in order to compete within a game situation. • Can communicate with teammates in a positive manner showing encouragement
<u>Vocabulary</u>	explore, challenge, safety, exercise, balance	gesture, co-ordination, performance, fairness, physical	combine, opponent, agility, tactics, technique, co-operation	control, accuracy, demanding, sportspersonship, frequency	repetition, possession, intensity, sustained, technique	expression, obstacle, dynamic, cardiovascular, endurance	extension, choreograph, transition, sedentary, metabolism
<u>Enrichment activities</u>	Yoga session Dance workshop	Yoga session Multiskills tournament Athletics tournament Area Sports Trigolf workshop	Yoga session Balance Bikes Multiskills tournament Athletics tournament Area Sports Trigolf workshop	Yoga session Football tournament Gymnastics Area Sports Trigolf workshop Dance workshop	Yoga session Football tournament Gymnastics Area Sports Trigolf workshop	Yoga session Indoor football tournament Football league games Basketball competition Handball Competition Rounders Competition Area Sports Cricket competition	Yoga session Indoor football tournament Football league games Basketball competition Handball competition Rounders competition Area Sports Cricket competition

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Class teachers will colour code for autumn, spring and summer terms and add in examples of activities for broad objectives.