



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

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"> <li>• Can identify space and move in and out of it as and when others do the same</li> <li>• When moving around is able to change direction and recognise when a collision may occur</li> <li>• Can stop and move a ball with various parts of their body (foot and hand) under controlled (game situation) conditions</li> <li>• Can throw or kick a ball into a space avoiding an opponent in a game</li> <li>• Can move into or identify a space to receive a ball in a game</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify how to make games or tasks difficult (defending) for opponents by using space or skills</li> <li>• Can use a range of passes to complete tasks e.g. overarm or underarm throws as well as bounce passes.</li> <li>• Can confidently hold and demonstrate how to make contact with a ball using a bat or racquet</li> <li>• Can show understanding of when is best to use a skill move and when isn't</li> </ul>	<ul style="list-style-type: none"> <li>• Can demonstrate how to use different surfaces of the foot (inside, outside, laces, heel and sole) to dribble a ball</li> <li>• Can demonstrate how to use different throws and or passes (from prior years) to a team mate</li> <li>• Can regularly find space in a game and use it to their own / team advantage</li> <li>• Can engage an opponent in a game situation to make difficulties for opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Can combine previous objectives to now both dribble and pass in games</li> <li>• Can use a range of techniques to keep possession and choose when is best to use skills and when is best to pass</li> <li>• Can demonstrate good hand-eye co-ordination and maintain eye contact with a pass in order to successfully catch various size balls/objects</li> <li>• Is able to use a variety of different surfaces objects to hit a ball e.g. tennis racquet, golf club, rounder / cricket bats</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to dribble avoiding obstacles or opponents using skills or changing direction to do so</li> <li>• Can hit a ball into space or an area selected to increase their chances of scoring during a game</li> <li>• Can take responsibility of a catch during a game using</li> <li>• Can take lead and show understanding of the game, helping others by using their voice</li> <li>• Can demonstrate understanding of the game by using a variety of throws and acknowledging which station to throw to during certain situations</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Can continually select the correct throw/pass to use in order to maximise their team's chances of scoring</li> <li>• Can successfully identify which teammates and which positions within a game offer the best opportunities to score</li> <li>• Can showcase/demonstrate an array of both attacking and defensive skills in order to compete within a game situation.</li> <li>• Can communicate with teammates in a positive manner showing encouragement</li> </ul>
<u>Vocabulary</u>	<p>explore, challenge, safety, exercise, balance</p>	<p>Gymnastics: action, jump, roll, level, balance, point, speed &amp; direction.</p> <p>Dance: counts, pose, level, slow, fast &amp; balance</p> <p>Games: defender, points, dribbling, attacker, score &amp; partner</p>	<p>Gymnastics: link, pathway, sequence, tuck, straddle, speed, star &amp; pike</p> <p>Dance: mirror, action, pathway, direction, speed &amp; timing</p> <p>Games: received, send, teammate, chest pass, possession, goal, dodge &amp; bounce pass</p>	<p>Gymnastics: flow, explore, create, matching, interesting, control &amp; contrasting</p> <p>Dance: perform, flow, explore, match, feedback, create &amp; expression</p> <p>Games: receiver, footwork, rebound, tracking, interception, mark, travelling &amp; playing area</p>	<p>Gymnastics: technique, quality, apparatus, perform, extension &amp; inverted</p> <p>Dance: represent, reaction, dynamics, unison &amp; control</p> <p>Games: outwit, opposition, opponent, contact, pivot, court, field &amp; pitch</p>	<p>Gymnastics: symmetrical, asymmetrical, rotation, synchronisation, aesthetics, progression &amp; canon</p> <p>Dance: formation, posture, performance, canon &amp; relationship</p> <p>Games: defender, tactics, control, foul, pressure, onside, offside, support &amp; obstruction</p>	<p>Gymnastics: formation, momentum, counter balance, fluently, counter tension &amp; stability</p> <p>Dance: choreograph, phrase, contrast, structure, fluently &amp; connect</p> <p>Games: consecutive, formation, consistently, conceding, dictate, turnover, contest &amp; shut down</p>

<u>Enrichment activities</u>		Multiskills tournament Athletics tournament	Balance Bikes Multiskills tournament Athletics tournament	Football tournament Gymnastics Area Sports Bike ability	Football tournament Gymnastics Area Sports Bike ability	Indoor football tournament Football league / cup games Basketball competition Handball Competition Rounders Competition Area Sports Bike ability	Indoor football tournament Football league / cup games Basketball competition Handball competition Rounders competition Area Sports Bike ability
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Class teachers will colour code for autumn, spring and summer terms and add in examples of activities for broad objectives.