



## Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- 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.

### Key Skills: Physical

- Travelling actions
- Shapes
- Balances
- Jumps
- Barrel roll
- Straight roll
- Forward roll progressions

### Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

### Key Vocabulary:

- action
- travel
- balance
- jump
- direction
- roll
- point
- shape
- speed
- fast
- slow
- level

## Teacher Glossary

- **Shapes:** E.g. tuck, pike, straddle, dish, arch, star.
- **Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- **Level:** High, medium and low.
- **Sequence:** A number of actions linked together.
- **Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

# Where this unit sits



## Assessment Criteria

### Reception

- I can negotiate space safely with consideration for myself and others.
- I can confidently and safely use a range of large and small apparatus.
- I can combine movements, selecting actions in response to the task and apparatus.
- I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
- I follow instructions involving several ideas or actions.
- I work co-operatively with others and take turns.
- I am confident to try new challenges.

### Year 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

### Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

## Progression of Skills Ladder

<p><b>Shapes</b></p> <p>Explore using shapes in different gymnastic balances.</p>	<p><b>Balances</b></p> <p>Remember, repeat and link combinations of gymnastic balances.</p>	<p><b>Year 2</b></p>	<p><b>Rolls</b></p> <p>Explore barrel, straight and forward roll and put into sequence work.</p>	<p><b>Jumps</b></p> <p>Explore shape jumps and take off combinations.</p>
<p><b>Shapes</b></p> <p>Explore basic and still shapes straight, tuck, straddle, pike.</p>	<p><b>Balances</b></p> <p>Perform balances making their body tense, stretched and curled.</p>	<p><b>Year 1</b></p>	<p><b>Rolls</b></p> <p>Explore barrel, straight and forward roll progressions.</p>	<p><b>Jumps</b></p> <p>Explore shape jumps including jumping off low apparatus.</p>
<p><b>Shapes</b></p> <p>Show contrast with their bodies including wide/narrow, straight/curved.</p>	<p><b>Balances</b></p> <p>Explore shapes in stillness using different parts of their bodies.</p>	<p><b>EYFS</b></p>	<p><b>Rolls</b></p> <p>Explore rocking and rolling.</p>	<p><b>Jumps</b></p> <p>Explore jumping safely.</p>