

Stukeley Federation
PE Curriculum Progression

Gymnastics	EYFS	KS1		KS2			
		Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Floor and Apparatus	<p>Development matters – Reception</p> <p>Revise and refine the fundamental movement skills they have already acquired – Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>Travel confidently and competently on different parts of the body</p> <p>Bounce, hop, spring, jump and land in using different take offs and landings.</p> <p>Hold a still balanced position on large or small body parts or a combination of body parts.</p> <p>Use space and apparatus safely.</p> <p>Lift carry and erect own apparatus in pairs and small groups.</p>	<p>Travel fluently in a variety of ways demonstrating different pathways</p> <p>Bounce and jump to receive and transfer body weight safely. Rotate and roll on diferent body parts</p> <p>Balance to show specific planned shapes.</p> <p>Use space and more complex apparatus safely and cooperate in pairs and small groups.</p> <p>Be responsible for the safe moving and construction of their own apparatus.</p>	<p>Travel fluently in a variety of ways taking weight on hands. Travel rhythmically with a partner.</p> <p>Understand and demonstrate 5 basic jumpsshowing different shapes and directions in the air and show flight from feet to hands.</p> <p>Use balances to make holes and barriers for a partner to travel over or through. To match, mirror and contrast with a partner.</p> <p>Use space and apparatus safely in pairs and small groups.</p> <p>Know the principal of safe siting of apparatus and construct their own apparatus for a specific purpose.</p>			
	<p>Movements and sequencing</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 successfully</p>	<p>Plan sequences or patterns of 3 or more movements which they can remember and repeat.</p> <p>Show sequences that have a clear beginning middle and end.</p> <p>Move in different directions and pathways.</p> <p>Demonstrate contrasts in level,</p>	<p>Understand and show how to move into and from a range of skills with control.</p> <p>Identify and use planned variations in speed. Levels, direction and pathways.</p> <p>Create sequences with a partner on floor and apparatus using a range of relationships ie: side by side, follow the leader.</p>	<p>Identify and use planned variations in speed, levels, directions and pathways.</p> <p>Understand that a well balanced sequence contains several elements of movements.</p> <p>Adapt, refine and develop movement and skills to work cooperatively and sympathetically with a partner.</p>			

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	with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming	speed and shape, Perform simple skills with a partner on the floor and apparatus		Sustain concentration and practise to improve. Adapt and transfer sequences from floor to more challenging apparatus.
Evaluating	Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility	Observe and copy the movements of others Use the observation and information to practise and improve the quality and control of their own work. Use their understanding to adapt work safely from floor to apparatus. Use appropriate vocabulary what they and others are doing.	To describe what they intend to produce. Observe and describe the movements of others in appropriate language. Understand what makes a good sequence. Be able to analyse and say why they like a sequence and use the information to practise and improve their own work.	Understand the compositional principles of sequencing and recognise when they are absent. Work independently, as a pair or small group to construct, practise, evaluate and improve the composition and quality of a sequence of movement. Accept advice and use it in a reflective way to improve the quality of their work.
Health and well-being	Know and talk about the different factors that support their overall health and well-being Regular physical activity, healthy eating, toothbrushing, sensible amount of 'screen time', having a good sleep routine, being a safe pedestrian	Be active throughout the lesson and willing to practise to improve. Know that breathing becomes quicker and the heart becomes faster. Feel a change in temperature and feel that they become tired after vigorous activity. See that different muscles and limbs are working hard. Know that regular exercise improves health and makes you feel good.	Know that regular exercise improves health and makes you feel good and maintains a healthy body weight. Know that exercise helps body parts to work well. Know that exercise strengthens bones and muscles and helps keep joints flexible.	Know that large working muscles need an oxygen supply to keep going and this is provided by faster breathing and heart rate. Know that temperature increases as muscles produce energy. Know how to warm up and cool down and the reasons for doing this.

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Vocabulary	Mat, bench, tunnel, climb, slide, move, fast, slow, positional language, travel, safely, get on, get off	forwards, backwards, sideways, roll, slow, body parts, shape, jump, travel, stretch, wide, narrow	stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance	muscles, joints, rotation, turn, shape, landing, take-off, flight, performance/evaluation
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