

St Peter's Church of England Primary School

Physical Education Curriculum for Gymnastics: Topics, Coverage and Objectives



<p>Foundation Stage Pupils should be taught to show good control and co-ordination in large and small movements within their gymnastic sequences. They should develop the capability of moving confidently in a range of ways, safely negotiating space. Pupils should be taught and supported with handling gym equipment and tools effectively, including practising safety measures without direct supervision.</p>	<p>Key Stage One 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Key Stage Two Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. <u>In particular, pupils should be taught to:</u></p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic in Autumn	Moving and Handling	Introduction	Flight – Bouncing, Jumping & Landing	High Parts and Low Parts	Stretching, Curling & Arching	Balance	Bridges	Working Together – Matching, Mirroring and Contrasting

Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.

A U T U M N T E R M	Outcomes and Progression:	<p>-Begin to move freely with pleasure -Walk up/down stairs holding on to a rail - Begin to climb confidently and pull themselves up</p>	<p>- use of space - footwork - awareness of parts of body - recognise directions and travel with control -work cooperatively to move simple apparatus</p>	<p>-hopping, bouncing, skipping, jumping using a variety of take offs and landings, in different directions -1 foot to 2 feet jumping -thin shapes, star shapes -high and low levels -observe, recognise and copy different body shapes -link together two or more actions with control and be able to repeat them</p>	<p>-travelling close to the ground and far away from the ground -Which parts can travel close to the ground? -travel and balance confidently showing different parts of the body high or low -demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed - to link three movements together smoothly in a planned sequence -to adapt and transfer work safely from the floor to the apparatus</p>	<p>-travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes -receive and transfer body weight safely in different situations and create a sequence with a partner -identify how the overall performance of a sequence can be improved -adapt and transfer skills safely onto a more complex apparatus at every stage of learning</p>	<p>-identify and use different body parts to balance on and know which combinations produce stable or unstable bases - balance and show specific planned body shapes -to move into and from balances with control and accuracy -create a sequence on balance showing planned variations in shape, speed and levels</p>	<p>-use balancing on different body parts to create shapes both as individuals and with a partner -sustain concentration and practise to improve the quality and accuracy of their movements -work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape -understand the compositional principles of sequencing and recognise when something is absent</p>	<p>-understand, identify and demonstrate contrasting, matching and mirroring balances and movements -identify and use different spatial relationships with a pattern, i.e. following a leader, side-by-side, face to face, back to back, meeting and parting -work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence -adapt and transfer sequences from floor to apparatus</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic in Spring	Moving and Handling	Travelling	Points and Patches	Pathways, Straight, Zig-Zag & Curving	Symmetry & Asymmetry	Receiving Body Weight	Flight	Working Together – Synchronisation and Canon

S P R I N G	Outcomes and Progression:	<p>-Move freely with pleasure and confidence</p>	<p>-travelling in different directions</p>	<p>-small body parts to balance upon: different combinations</p>	<p>-travel confidently and competently in different</p>	<p>-understand and identify symmetry and asymmetry</p>	<p>-understand how different body parts are capable of</p>	<p>-to understand and demonstrate the five basic jumps showing different</p>	<p>-travel rhythmically and develop timing with a partner or small group</p>
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T E R M		-Begin to negotiate space	- travelling on feet in different ways - travelling on hands and feet - travelling high/low -travelling with as much of your body on the floor as possible -show awareness of contrasts in speed and level; space and share space safely - to know, understand and show safe use of apparatus	-to travel confidently and competently on different parts of the body including hands -to hold still balances positions on large or small body parts -partner work: making a hole for a partner to slide under -travelling on small "points" and on large "patches" -changing balances smoothly and showing different speeds -to adapt floor to apparatus safely	ways and on different body parts - to understand and create different pathways and move in different directions - to link together three different movements showing contrasts in speed and level -perform a limited range of skills with a partner	-to move and balance showing specific planned shapes and variations in speed and level - individually and in twos, be able to analyse and say why they like a sequence -to adapt and transfer learned skills onto appropriate apparatus	transferring and receiving body weight -move into and from a range of skills with control and accuracy -create sequences showing contrasts in shape, speed and level -to move and construct their own apparatus and transfer work safely from the floor	shapes and direction in the air and show flight from feet to hand to feet -sustain concentration and practise to improve the precision and fluency of their movement -design and create a sequence using planned variations in levels, directions and pathways -transfer flight safely onto apparatus	using synchronisation and canon -adapt and develop movements and skills and work co-operatively with a partner or small group -extend their understanding and use of levels, speeds and pathways -understand the compositional principles of sequencing and recognise when they are absent	
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
S U M M E R	Topic in Summer 1	Moving and Handling	Stretching and Curling	Rocking & Rolling	Turning – Spinning - Twisting	Pathways	Balance Leading Into Change of Front or Direction	Functional Use Of The Limbs	Working Together – Holes and Barriers	
	<i>Links to Prior and Future Learning:</i>	<i>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</i>								
	Outcomes and Progression:	-Move freely with pleasure and confidence in a range of ways -Negotiate space successfully, adjusting speed and direction to avoid obstacles	-curled up balances; travel in curled up positions -stretch balances: travel in stretched out positions -put together curled and stretched movements -to stop and start on a given signal and share space safely -show an awareness of contrasts in level -to link two movements together	-spin, rock, turn and roll with control, on various parts of the body - to plan and link a series of movements together -work safely with an awareness of others -which body parts can you rock upon? -different rolling actions -join together jump and roll -short sequences	-turn, spin and twist on different body parts showing control and co-ordination -understand that one part of the body must be "fixed" -create a twist; to link together three movements showing contrast in speed and level -to use their understanding of turning, spinning and turning to adapt work safely from the floor to the apparatus	-understand, identify and use flexible and direct pathways -travel along different pathways using appropriate movements -construct sequences which use planned variations in speed, level and pathways -adapt and transfer what they have learned on to appropriate apparatus	-move into and from specific planned balances with an awareness of change of front -identify and use planned variations in direction -create a sequence with a partner on floor and apparatus to show changes of front and direction -observe and describe the movements of others using appropriate language	-understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping -adapt, refine and improve specific skills using this knowledge -design longer sequences to use planned variation in shape, speed and direction -work in pairs to evaluate and improve composition	-travel over or under shapes made by a partner with or without contact -extend their skills to travel over a moving base -work co-operatively with a partner to design a sequence which shows variations in shape, speeds and direction and evaluate its effectiveness -adapt and transfer skills and sequences to apparatus	
	Topic in Summer 2	Moving and Handling	Travelling taking weight on different body parts	Wide – Narrow - Curled	Linking Movements Together	Travelling With Change of Front and Direction	Rolling	Spinning and Turning	Counter-Balance and Counter-Tension	
<i>Links to Prior and Future Learning:</i>	<i>Each unit of work is progressive and developmental, and therefore placed in such a way in which the children learn skills and build on these in subsequent year groups.</i>									
Outcomes and Progression:	-Move freely with pleasure and confidence in a range of ways -Negotiate space successfully, adjusting speed and direction to avoid obstacles	-travelling with control on feet, hands and feet, sliding on different body parts -1 foot to 2 feet jump -join together high and low movements -sideways rolling -jump, land and roll -travel with feet higher than head -show awareness of different speeds and levels -link movements together	-different stretched balances showing wide and narrow shapes -travelling in long and narrow, wide and short shapes -travel, balance and jump confidently showing a variety of body shapes -close to the ground and far away from the ground -tucked jump -feet together and apart	-understand how different movements can be linked together smoothly -plan sequences or patterns of: three or movements which they can remember and repeat -to recognise and use changes in level, speed and direction -to compose and perform a simple sequence with a partner	-understand, identify and use change of front and direction -understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy -to select and combine skills to create sequences showing change of front and direction	-rotate and roll on different body parts - rotate and roll in different directions showing different shapes, sizes and speeds -create a sequence with a partner on floor and apparatus using a variety of linking movements -observe the work of others and make judgements against given criteria	-identify and use spinning, rotation and rolling around three different axes -adapt, refine and improve specific skills -understand and use variation in speeds, levels, directions and pathways -observe and analyse a sequence and evaluate it using appropriate terminology	-understand and identify counter-balance and counter-tension -demonstrate counter-balance and counter-tension balances in twos to show changes in shape, level and body parts used and in contact -work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence		

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			<i>-safely transfer work from the floor to apparatus</i>	<i>- run: jump, roll and stretched balance -select and link together 3 different movements</i>		<i>-to adapt and transfer what they have learned on to apparatus</i>			<i>-adapt and transfer a sequence on to apparatus</i>
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