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| **Year 1 / 2 KS1** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils will use **space** safely & well. They will be able to **remember,** **repeat** & **explore** simple actions working **cooperatively** with a partner. They can work on **apparatus** safely and will be able to demonstrate different **Levels, Speed** and **Directions** in their actions. Pupils will be able to land safely when **Jumping** from the floor or **apparatus**. They will take their weight on their hands and also be able to create & apply different **Body Shapes.**  They will **Balance** on small and large body parts and explore **Travelling** on different body parts and in different ways. They will be able to **Co-ordinate** their body during movements with increasing control & **Link** movements to suit the activity. They can adapt their ‘sequence’ to include different types of **apparatus.** They will be willing to **practice &** **improve** and able to **evaluate** their own movements. They can say & **describe** how their **bodies** feel during exercise. | Pupils will **explore, apply** and **link** a broader range of skills / actions using a greater number of their own ideas for movements to respond to a task. They will be able to **support weight** on different body parts. They will be able demonstrate the five basic **Jumps** & also perform actions with **fluency** and **control.** They will adapt work from floor to suit **different types of apparatus.** They can **adapt** a sequence to suit their partner’s ability,  choose and **plan** sequences of **contrasting** actions demonstrating **Control** and increasing **Technical Competence.** With help, can recognise how own performances could be **improved** against set criteria &  offer & accept advice using it to improve their performance. Pupils will know why to **warm up/ cool down** & be able to suggest some simple warm-up activities. They will be able to explain how **flexibility** and **strength** can be developed and identify & name some **muscle groups** used in gymnastic activities. | Pupils will perform actions, balances, body shapes and **agilities** with **Control** & will experience more difficult gymnastic **Agilities** demonstrating increased **Technique.** They will be able toperform with greater **fluency**, **Linking** sequences of movement that include changes of **Speed, Level & Direction c**ombing these actions in more **physically challenging** ways. They will **lead** a partner through a short warm-up routine & **Collaborate** & **Adapt** their own movements to include their partner(s).  They will **Plan**, **Perform**, **Evaluate** & **Repeat** a sequence on a **clear theme.** They will demonstrate both **Matching** & **Mirroring** to show difference & use simple choreographic **techniques** e.g. Canon, Unison. They will choose, practise and refine sequences on their own & suggest improvements to their own performance.  They will be able to name and show simple **Bone** / **Muscle groups** anatomic position,  say which **joints** are affected by specific stretches & understand that **Strength** and **Flexibility** can be improved. | Pupils will **create**, **practise** and **refine** longer, more complex sequences show increased **Control** in changes in **level/direction/speed**. They will show **good body tension (core)** during actions e.g. Balances. They will transfer smoothly between movements **(Link / Flow)** & show a **wider range** of actions, body shapes and balances with increasing **Control, Balance & Coordination.** They will be able to  **lead** small groups **in warm-up & cool-down type** activities.  They will be able to adapt sequences from floor to apparatus with confidence including **Contrasting actions** (e.g. symmetrical / a-symmetrical), shapes, balances and dynamics. They will adapt their performance to the demands of a task or theme & also **judge** and **comment** on performances using **set criteria** (*peer assessment*). They will be able to **describe blood flow** around the human body & **explain** why we need to warm up using appropriate terms. They will be able to say which **joints** and **muscles** are helped by specific stretches. | Pupils will **compose longer**, more **complex** sequences with a partner or in a group. They will have **confidence & competence** to try new actions e.g. sportsacro / rhythmic gymnastics. They will include a wide range of **Actions, Body-shapes** and **Balances** and develop **Clear, Fluent and Accurate movements** that show **Consistency & Control.** They will be able to **combine gymnastic actions**, **shapes** and **balances** & solve a task by applying a **range of compositional ideas**.  They will be able to perform a practised sequence to an **audience** in small groups.  They will demonstrate control in a variety of **Pair Balances** & use **Apparatus** to support more **challenging actions** with **increasing control & fluency.** They will be aware of factors that influence the **quality** of a **performance (*aesthetics*)** & suggest aspects of a performance that needs improving. They will be able to **judge** a performance using their **own set** of agreed criteria. They will be able to explain using **appropriate language** and **terminology** why it is important to **warm up** and **cool down** as well as to say **why activity** is good for their **health** and **well-being**. |
| **Key Skills to be Covered** | | | | |
| Travelling, Turning, Balancing, Body Shapes, Take off & Landing, Body Shapes Jumps (e.g. wide), Side Roll, Log-roll, Teddy Roll, Rocking & Rolling, Introduce Shoulder Stand as an inversion  **Year 2 should build upon everything covered in previous year** | Travelling, Turning, Taking Body Weight, Straight Jumps, Tucked Jumps, Star Jumps, Balancing on Large & Small Body Parts (Points & Patches), V-sit, Use of Props e.g. Ribbons. Progression for Forward Rolls  **Build upon everything from previous year** | Travelling, Jumping, Balancing, Body Shapes, Turning (rolls). Progression into Forward Roll, Introduce Backward Roll, Arch & Bridge Shapes (include basic crab)  Shoulder Stand, V-sit on Apparatus. Matching, Mirroring, Canon & Unison.  **Build upon everything from previous years** | Travelling, Jumping, Balancing, Turning & Body Shapes. Straddle Rolls (forward & backward), Handstand, Headstand, Cartwheel, Bridge, Leap-frog. Symmetry and A-symmetry. Relationships in the space (e.g. starting apart, together)  **Build upon everything from previous years** | Travelling, Jumping, Body Shapes. Turning, Straddle Rolls (forward and Backwards), Balancing including Counter-balance & Counter-tension, Use of Partner(s) to Balance, Use of Props e.g. Hoops, Ribbons. Headstand, Handstand, Cartwheel, Leap-frog.  **Build upon everything from previous year** |