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# Gymnastics: Year R, 1, 2

## EVFS

### Overview

Pupils will continue to develop and refine core fundamental movement skills (see dev. physical skills). They will start to link different actions together to create short sequences of movement and will explore travel and balance actions using different body parts.

### Developing physical skills

- Running
- Galloping
- Jumping
- Hopping
- Crawling
- Skipping
- Balancing
- Rolling
- I can start to link different actions together with increasing fluency

### Whole child criteria: **Head** | **Hand** | **Heart**

- I can follow simple instructions and commands
- I can start to adapt/add my own ideas into my work
- I will continue to revise and refine Fundamental Movement Skills (see physical skills below)
- I can start to link actions together with increasing ease & fluency e.g. jumping and stopping or running and skipping
- I am progressing towards a more fluent style of moving, with developing control and grace
- I can describe how the body feels during exercise
- I can use equipment safely and responsibly
- I can start to work collaboratively with others

## Year 1

### Overview

Pupils will develop balance, stillness and basic jumping actions on the floor and using apparatus. They will start to explore different travelling actions, negotiating space and equipment safely.

They can copy or create short sequences, linking together different actions e.g. jump, jump or balance and a travel action.

### Developing physical skills

- Travelling actions feet:
  - Running, Galloping, Side stepping, jumping, leaping
- Travelling actions (hands and feet):
  - Frog, bunny, cat etc.
- Travelling actions (floor movements)
  - Pencil, egg, forward and teddybear roll
- Use of apparatus
- Jumping/leaping
- Jumping actions:
  - Pencil
  - Star
  - Tuck
- Balancing:
  - Supporting weight
  - Exploring points and patches
  - Linking balances together

### Whole child criteria: **Head** | **Hand** | **Heart**

- I can start to link different actions together to create basic sequences
- I can understand when I am successful if I am willing to improve with guidance
- I can adapt actions to include apparatus
- I can coordinate my body to complete different balances and actions
- I can create simple gymnastics shapes
- I can travel using different body parts
- I can jump and land safely using basic jumps
- I can start to use basic compositional ideas such as direction, levels and tempo
- I can start to show confidence in PE when completing basic balances, shapes and dynamics
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus

## Year 2

### Overview

Pupils can build on and expand their basic gymnastics skills. They will start to link together different balances, shapes and travel actions to create short sequences.

We will start to explore basic compositional ideas including tempo, direction and levels, and adapt actions to transfer from floor to apparatus.

### Developing physical skills

- Travelling actions feet:
  - Running, Galloping, Side stepping, jumping, leaping
- Travelling actions (hands and feet):
  - Frog, bunny, cat etc.
- Travelling actions (floor movements)
  - Pencil, egg, forward and teddybear roll
- Developing balancing control
- Use of apparatus
- Jumping/leaping
- Jumping actions:
  - Pencil
  - Star
  - Tuck
- Exploring gymnastics shapes:
  - Pencil, star, tuck, straddle, pike

### Whole child criteria: **Head** | **Hand** | **Heart**

- I can link simple balance and travelling actions to create short sequences
- I can adapt a sequence/task to include apparatus safely
- I can start to identify different elements of a performance
- I will develop my understanding of basic gymnastics terminology
- I can create a range of gymnastics shapes and start to link shapes together
- I can start to explore balances using different body parts individually and with a partner
- I can jump and land safely using a range of basic jumps
- I can continue to develop a range of basic compositional ideas including direction, levels, and tempo
- I can start to show confidence and some consistency when completing basic balances and actions
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus



# Gymnastics: Year R, 1, 2

EYFS	Year 1	Year 2
<b>Character values</b> <ul style="list-style-type: none"><li>• Resilience</li><li>• Friendship</li><li>• Respect</li><li>• Teamwork</li><li>• Cooperation</li></ul>	<b>Character values</b> <ul style="list-style-type: none"><li>• Resilience</li><li>• Self-esteem</li><li>• Confidence</li><li>• Teamwork</li><li>• Cooperation</li><li>• Thoughtfulness</li><li>• Creativity</li></ul>	<b>Character values</b> <ul style="list-style-type: none"><li>• Resilience</li><li>• Self-esteem</li><li>• Confidence</li><li>• Teamwork</li><li>• Cooperation</li><li>• Thoughtfulness</li><li>• Creativity</li></ul>

## End of key stage 1 outcomes

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.

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
- Perform using simple movement patterns