



Key concepts: Agility, Coordination, Balance, Performance, Fitness

Learning Outcomes

	Acquiring and Developing Skills	Selecting and Applying skills, tactics and compositional skills	Knowledge and understanding of Health and Fitness	Evaluating and improving performance
Y1	To explore gymnastic actions and still shapes. To move confidently and safely in their own and general space, using changes of speed, level and direction. To perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. To manage the space safely, showing good awareness of each of the mats and apparatus.	To copy or create and link movement phrases with beginnings, middles and ends. To perform movement phrases using a range of body actions and body parts. To make up and perform simple movement phrases in response to simple tasks. To link and repeat basic gymnastic actions. To perform movement phrases with control and accuracy.	To know how to carry and place apparatus To recognise how their body feels when still and when exercising. To know when their body is active and talk about the differences between tension and relaxation. To carry and place appropriate apparatus safely with guidance.	To watch, copy and describe what they and others have done. To watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language. To copy a partners' sequence of movement.
Y2	To remember, repeat and link combinations of gymnastic actions body shapes and balances with control and precision. To perform a range of actions with control and co-ordination. To repeat accurately sequences of gymnastic actions. To move smoothly from a position of stillness to a travelling movement. To move smoothly and in a controlled way from one position of stillness to another.	To choose, use and vary simple compositional ideas in the sequences they create and perform To devise, repeat and perform a short sequence in which there is a beginning, middle and end. To adapt the sequence to include apparatus or a partner. To use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.	To recognise and describe what their bodies feel like during different types of activity To lift, move and place equipment safely To say whether their heart is beating fast or slow whether their breathing is normal or puffed, whether they feel hot, warm or cold. To recognise and avoid risks when handling and placing apparatus.	To improve their work using information they have gained by watching, listening and investigating. To describe their own or their partners sequence accurately, commenting on what it contains and whether it is performed smoothly and with control. To choose one aspect of their sequence to improve and say how to improve it.

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Y3	To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement. To explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel. To practise an action or short sequence of movements, and improve the quality of the actions and transitions. To show control, accuracy and fluency of movement when performing actions on their own and with a partner.	To improve their ability to select appropriate actions and use simple compositional ideas. To devise and perform a gymnastic sequence, showing a clear beginning middle and end. To adapt a sequence to include different levels, speeds or directions. To work well on their own and contribute to pair sequences.	To recognise and describe the short-term effects of exercise on the body during different activities. To know the importance of suppleness and strength. To understand the importance of warming up. To identify when the body is warm and stretched ready for gymnastic activity. To understand that strength and suppleness are important parts of fitness.	To describe and evaluate the effectiveness and quality of a performance. To recognise how their own performance has improved. To explain the difference between two performances. To identify when two performances have the same elements and comment on their quality. To understand what is involved in the process of improving a performance.
Y4	To develop the range of actions, body shapes and balances they include in a performance. To perform skills and actions more accurately and consistently. To perform a range of actions and agilities with consistency, fluency and clarity of movement. To make similar or contrasting shapes on the floor and apparatus working with a partner. To combine actions and maintain the quality of performance when performing at the same time as a partner.	To create gymnastic sequences that meet a theme or set of conditions. To use compositional devices when creating their sequences, such as changes in speed, level and direction. To combine actions to make sequences with changes of speed, level, direction, and clarity of shape. To gradually increase the sequence length To work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.	To describe how the body reacts during different types of activity, and how that affects the way they perform. To understand that strength and suppleness are key features of gymnastic performance. To devise routines of stretching exercises that prepare them for their gymnastic work.	To describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved. To make simple assessments of performance based on a criteria set by the teacher. To use these assessments to modify and refine their sequences and others' work. To offer constructive ideas when working with a partner including ideas on balances, inversion and transfer of weight.

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Y5	To perform actions, shapes and balances consistently and fluently in specific activities. To perform combinations of actions and agilities that show clear differences between levels, speeds and directions. To perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.	To choose and apply basic compositional ideas to the sequences they create and adapt them to new situations. To repeat accurately a longer sequence with more difficult actions with an emphasis on extension, clear body shape and changes in direction. To adapt sequences to include a partner or a small group.	To know and understand the basic principles of warming up and why it is important for good quality performance. To understand why physical activity is good for their health. To take more responsibility for their own warm up. To know how muscles work, how to stretch and how to carry out strengthening exercises safely. To know why strength and suppleness are important to gymnastics.	To choose and use information and basic criteria to evaluate their own and others' work. To watch and comment on the quality of movements, shapes and balances, and the way apparatus is used. To identify which aspects were performed consistently, accurately, fluently and clearly. To suggest improvements to speed, direction and level in the composition.
Y6	To combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas. To perform fluently and with control, even when performing difficult combinations.	To develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. To make up longer sequences and perform them with fluency and clarity of movement. To vary direction, levels and pathways, to improve the look of a sequence. To use planned variations and contrasts in actions and speed in their sequences.	To understand why warming up and cooling down are important. To understand why exercise is good for health, fitness and well-being, and how to become healthier themselves. To carry out warm ups safely and effectively. To understand what is important to include in a warm up for gymnastic activity. To recognise that a cool down is important. To understand how gymnastic activity helps their overall health. To know how to improve their own health and fitness.	To evaluate their own and others work. To suggest ways of making improvements. To watch performances and use criteria to make judgements and suggest improvements. To explain how a sequence is formed, using appropriate terminology describe technique and composition when evaluating both theirs and others' performances.

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Y7	To select, combine and perform skills, actions and balances, including some that are inverted. To perform single actions and balances with control, showing tension and extension. To move into and out of these actions and balances fluently showing good weight transfer. To link actions and balances together and show good timing when working with others.	To understand, select and apply a range of compositional principles to develop their own sequence. To know that changing and varying the speed, direction and level of their sequence affects the way it looks and increases its interest to the audience. To use some of these ideas when designing and performing their sequences. To be aware of the relationship they have with their partners and use different combinations of their shapes, directions they move and timing of their actions.	To know the basic principles of preparing for activity. To recognise how performance and safety are improved when preparation is carried out properly. To explain the importance of preparing the body for gymnastic action. To explain how strength, power and flexibility are important for good quality work and control. To identify the parts of the body that work hardest, and choose exercises to prepare these for work.	To evaluate effectively the strengths and weakness in a performance. To prioritise what needs improving. To know what to look out for when observing actions, phrases and sequences. To describe what they see or do, using appropriately actions, phrases and sequences. To recognise strengths in technique and in composition. To identify these strengths to others and pick out areas that they to improve.