

| Gym   | EYFS   |   | Year 1   | Year 2  |
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| <b>Intent</b>   | <p><b>Development matters</b><br/> <b>Physical development</b><br/> <b>Moving and handling ELG=</b></p> <ul style="list-style-type: none"> <li>- show good control and coordination in large and small movements</li> <li>- move confidently in a range of ways, safely negotiating space</li> <li>- handle equipment and tools effectively</li> </ul> <p><b>Health and self-care ELG=</b><br/> Children know the importance for good health of physical exercise and a healthy diet, and talk about the ways to keep healthy and safe</p> <p><b>Premier sport objectives</b></p> <ul style="list-style-type: none"> <li>- To be able to copy and repeat movement</li> <li>- Start to move confidently and with some control and coordination in large and small movements</li> <li>- Demonstrate some balance and coordination</li> <li>- Safely negotiating space</li> <li>- To link movement together</li> </ul>  | <p>NC Aims<br/> NC subject content</p>  | <ul style="list-style-type: none"> <li>- Develop competence to excel in a broad range of physical activities</li> <li>- are physically active for sustained periods of time</li> <li>- engage in competitive sports and activities</li> <li>- lead healthy, active lives.</li> <li>- <b>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</b></li> </ul>   |   |
|   |  | <p><b>OCA learning objectives</b></p>   | <ul style="list-style-type: none"> <li>▪ To explore gymnastic actions and still shapes</li> <li>▪ To move confidently and safely in their own and general space, using changes of speed, level and direction</li> <li>▪ To copy or create and link movement phrases with beginnings, middles and ends</li> <li>▪ To perform movement phrases using a range of body actions and body parts</li> <li>▪ To know how to carry and place apparatus</li> <li>▪ To recognise how their body feels when still and when exercising</li> <li>▪ To watch, copy and describe what they and others have done</li> </ul>   | <ul style="list-style-type: none"> <li>▪ To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</li> <li>▪ To choose, use and vary simple compositional ideas in the sequences they create and perform</li> <li>▪ To recognise and describe what their bodies feel like during different types of activity</li> <li>▪ To lift, move and place equipment safely</li> <li>▪ To improve their work using information they have gained by watching, listening and investigating</li> </ul> |
| <p>Opportunities for all children to develop the school core values of resilience, kindness, curiosity and perseverance through PE lessons.</p> |  |   |  |   |
| <b>Implement</b>  | <p><b>Activities/ units of work</b><br/> Share Lesson plans w/ LSA'S prior to lesson<br/> <b>skills, progression</b><br/> SHARE STEPS differentiation and give possible ideas for that lesson</p> <ul style="list-style-type: none"> <li>- Begin to learn and develop basic shapes using general language e.g. tall, wide, small etc.</li> <li>- Learn how to jump and land safely and effectively</li> <li>- Begin to show some shapes in a jump Bounce/Star/Pencil/Tuck</li> <li>- Learn what is a balance and 1 and 2 point balances and demonstrate a variety of balances using 1 or 2 points</li> <li>- Travel in a variety of movements i.e. hopping, side steps, bunny hops</li> <li>- Develop control and coordination: understanding how to have control of your body.</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>• shape- <i>wide, tall, small</i></li> <li>• balance</li> <li>• control</li> <li>• still</li> <li>• jump</li> <li>• land</li> <li>• point balance- <i>1 and 2</i></li> <li>• travel- <i>hopping, jumping, jogging, bunny hops</i></li> </ul> | <ul style="list-style-type: none"> <li>- Learn and develop basic skills such as: shapes, travelling, jumps, balances and rock/roll.</li> <li>- Link skills together to make sequences.</li> <li>- Adapt skills onto and off apparatus, using directions and levels.</li> <li>- Begin to make a sequence using apparatus.</li> <li>- Peer and self-assessments to improve their knowledge and understanding of the skills.</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>• jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide</li> <li>• shapes e.g. straight, tuck, star, straddle, pike</li> </ul> <p>words to describe:</p> <ul style="list-style-type: none"> <li>• speed, <i>eg stop, still, slowly</i></li> <li>• shape, <i>eg tall, long, wide, narrow</i></li> <li>• direction, <i>eg up, down, forwards</i></li> <li>• level, <i>eg high, low</i></li> <li>• pathway, <i>eg zigzag, straight</i></li> <li>• body parts and surfaces, <i>eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies</i></li> <li>• along, around, across, on, off, over, under, through</li> <li>• tension, extension, relaxation</li> </ul> | <ul style="list-style-type: none"> <li>- To improve basic skills to develop coordination and control</li> <li>- To create, repeat and perform short sequences showing clear beginnings, middles and ends.</li> <li>- Adapting sequences to larger apparatus and partners</li> <li>- To work in pairs to develop peer and self-assessment and begin to use their understanding and knowledge of skills to make their sequences/skills better</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>• hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn</li> </ul> <p>words to describe:</p> <ul style="list-style-type: none"> <li>• speed, <i>eg fast</i></li> <li>• shape, <i>eg twisted, curled, wide, narrow</i></li> <li>• level, <i>eg medium</i></li> <li>• direction, <i>eg backwards, sideways</i></li> <li>• pathway, <i>eg zigzag, angular</i></li> <li>• body parts and surfaces, <i>eg legs, arms, hips, fingers, shoulders, tummy, sides</i></li> <li>• under, through, towards, in front, behind, over</li> </ul> |   |

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| <b>Impact</b> | <ul style="list-style-type: none"> <li>• Demonstrate their understanding of the basic gymnastic actions, including travelling, rolling, jumping, climbing and stillness.</li> <li>• To show some control of the basic actions by engaging their core</li> <li>• Looking and keeping their own space.</li> </ul> | <b>QCA Learning outcomes</b> | <ul style="list-style-type: none"> <li>• perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required</li> <li>• manage the space safely, showing good awareness of each other, mats and apparatus</li> <li>• make up and perform simple movement phrases in response to simple tasks</li> <li>• link and repeat basic gymnastic actions</li> <li>• perform movement phrases with control and accuracy</li> <li>• know when their body is active and talk about the difference between tension and relaxation</li> <li>• carry and place appropriate apparatus safely, with guidance</li> <li>• watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</li> <li>• copy a partner's sequence of movement</li> </ul> | <ul style="list-style-type: none"> <li>▪ Perform a range of actions with control and coordination</li> <li>▪ Repeat accurately sequences of gymnastic actions</li> <li>▪ Move smoothly from a position of stillness to a travelling movement</li> <li>▪ Move smoothly and in a controlled way from one position of stillness to another</li> <li>▪ Devise, repeat and perform a short sequence in which there is a clear beginning and end</li> <li>▪ Adapt the sequence to include apparatus or a partner</li> <li>▪ Use different combinations of floor, mats and apparatus, showing control, fluency</li> <li>▪ Say whether their heart is beating fast or slow, whether their breathing is in or out, whether they are hot or cold, whether they are tired or not, whether they are puffed, and whether they feel hot, warm or cool</li> <li>▪ Recognise and avoid risks when handling and placing apparatus</li> <li>▪ Describe their own or their partner's sequence accurately, commenting on whether it is performed smoothly and with control</li> <li>▪ Choose one aspect of their sequence to improve, and say how to improve it</li> </ul> |
|               | <ul style="list-style-type: none"> <li>- Children's perseverance should be developed and able to be applied to games e.g. can't catch a ball straight away but persevere until they can.</li> <li>- Resilience-</li> <li>- Kindness</li> <li>- Curiosity</li> </ul>   |                              |   |  |