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| EYFS | Year 1/2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Gymnastics**  **Intent:** In this unit, children will develop strength, balance and coordination through the topics of ‘animals and their habitats’ and ‘traditional tales’.  **Sequence of lessons:**   1. Can I copy and create shapes with my body? 2. Can I develop balancing and taking weight on different body parts? 3. Can I develop rocking and rolling? 4. Can I create short sequences using shapes, balances and travelling actions? 5. Can I develop jumping and landing safely from height? 6. Can I explore travelling around, over and through apparatus? | **Gymnastics**  **Intent:** In this unit, children will master basic movements as well as developing balancing, agility and coordination.  **Sequence of lessons:**   1. Can I explore travelling movements? 2. Can I develop quality when performing and linking shapes? 3. Can I develop stability and control when performing balances? 4. Can I develop technique and control when performing shape jumps? 5. Can I develop technique in the barrel, straight and forward roll? 6. Can I link gymnastics actions to create a sequence? | **Gymnastics**  **Intent:**  To show good control and coordination when carrying out movements  **Sequence of lessons:**   1. Can I create interesting point and patch balances? 2. Can I develop ‘stepping into shape’ jumps with control? 3. Can I develop my straight, barrel and forward rolls? 4. Can I transition smoothly in and out of balances? 5. Can I create a sequence with matching and contrasting shapes and actions? 6. Can I create a partner sequenceusing the skills I have learnt? | **Gymnastics**  **Intent:** to develop flexibility, strength, technique, control and balance  **Sequence of lessons:**   1. Can I develop individual and partner balances with and without apparatus? 2. Can I develop rotation jumps and sequence building using apparatus? 3. Can I develop and assess my straight, barrel, forward and straddle roll? 4. Can I link actions that flow in a partner sequence using rolls I have learnt? 5. Can I develop strength in inverted movements? 6. Can I create a great partner sequence? | **Gymnastics**  **Intent**: Pupils will develop flexibility, strength, technique, control and balance.  **Sequence of lessons:**   1. Can I perform symmetrical and asymmetrical balances? 2. Can I develop straight, forward, straddle and backward rolls? 3. Can I explore different travelling actions using both canon and synchronisation? 4. Can I perform progressions of inverted movements? 5. Can I explore matching and mirroring in sequence work? 6. Can I create a partner sequence using apparatus? | **Gymnastics**  **Intent:** Pupils will develop their flexibility, strength, control and balance.  **Sequence of lessons:**   1. Can I develop the straddle, forward and backward roll? 2. Can I develop counter balance and counter tension? 3. Can I develop jumps and explore the effect of height? 4. Can I develop inverted movements with control? 5. Can I use flight from hands to travel over apparatus? 6. Can I create a group sequence using formations and apparatus? |
| **Key Vocabulary:**  balance, bend, copy, hold, jump, land, rock, roll, shape, squeeze, star, still, straight, around, land, over, rock, roll, through, travel | **Key Vocabulary:**  action, balance, control, direction, jump, level, point, roll, shape, speed, squeeze, star, straight, travel | **Key Vocabulary:**  straddle jump, straight jump half turn, squat on vault, take-off, tucked backward roll, unison, vaulting box, handstand, hurdle step, landing | **Key Vocabulary:**  Balance, individual, partner, apparatus, roll, straight, barrel, forward straddle, flow | **Key Vocabulary:**  Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways, performance, quality, stable, symmetrical, synchronisation, transition | **Key Vocabulary:**  aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression, refine, structure, vault |
| **Impact**  Children will be able to copy, create and remember short sequences using basic skills. | **Impact**  Children will be able to link jumping, rolling, balancing and travelling to create a sequence. | **Impact:**  Children can perform a partner gymnastic sequence with matching and contrasting shapes and actions. | **Impact:**  Children will have created a partner sequence containing rolls and balances which incorporates apparatus. | **Impact:**  Children will have performed a partner sequence using apparatus which explores canon, synchronization, matching and mirroring techniques. | **Impact**  Children can consider the aesthetics of a group performance. They will also be able to offer feedback on the quality and control of others actions. |