PE Term Autumn 1.2

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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?
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| **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.  |