

## Gymnastics

Learning Outcomes				
Assessment Strand	Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner
<b>Reception</b>	<p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance &amp; coordination</p> <p>Safely negotiate space both indoors and outdoors</p>	<p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p> <p>Play and use a range of skills cooperatively, taking turns and working together</p>
<b>Year 1</b>	<p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance &amp; coordination</p> <p>Safely negotiate space both indoors and outdoors</p>	<p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Cooperate and work in small teams</p> <p>Dress and undress for PE promptly with minimum help</p> <p>Listen to others and follow instruction</p>
<b>Year 2</b>	<p>Demonstrate some understanding of simple tactics for attacking and defending</p> <p>Move confidently and creatively with control and coordination in large and small movements</p> <p>Perform basic fundamentals of movement (ABC's) with control and confidence</p> <p>Practice a range of movements with control demonstrating balance &amp; coordination</p> <p>Safely negotiate space both indoors and outdoors</p>	<p>Recognise and describe how their body feels during and after activities</p> <p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Listen, respond to set tasks and sounds following expectations and rules</p> <p>Make judgements to improve their work</p>	<p>Communicate, select, prepare and handle appropriate resources effectively</p> <p>Cooperate and work in small teams</p> <p>Dress and undress for PE promptly</p> <p>Listen to others and follow instruction</p>

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Learning Outcomes				
Assessment Strand	Competent Learner	Active & Healthy Learner	Reflective Learner	Engaged Learner
<b>Year 3</b>	<p>Move with confidence and creativity</p> <p>Perform fundamental movement skills in a range of activities</p> <p>Practice fundamental movement skills with control demonstrating balance, coordination &amp; agility</p> <p>Show understanding of how strategies and tactics can improve their work</p> <p>Understanding of effective leadership</p>	<p>Recognise and describe what effects physical activity can have on the body</p> <p>Understand and explain the importance of good health, physical exercise and healthy food</p> <p>Understand and explain which activities are good for our health</p>	<p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Make judgements to improve their and others' work</p> <p>Respond to set tasks following rules and expectations</p>	<p>Demonstrate enthusiasm for PE</p> <p>Effectively communicate and collaborate with each other</p> <p>Prepare themselves for PE and Sport</p> <p>Work independently and in small teams cooperatively</p>
<b>Year 4</b>	<p>Confidently demonstrate creativity in their work with control</p> <p>Demonstrate how strategies and tactics can improve their work</p> <p>Demonstrate improvements to their work</p> <p>Perform fundamental movement skills in a range of activities</p> <p>Understanding of effective leadership</p>	<p>Describe why physical activity is good for health and well being</p> <p>Recognise and describe how their body feels during and after activities</p> <p>Understand how to remain active for sustained periods of time</p>	<p>Describe, explain and comment on their own and others' actions and feelings</p> <p>Make judgements to improve their and others' work</p> <p>Respond to set tasks following rules and expectations</p>	<p>Demonstrate enthusiasm for PE</p> <p>Effectively communicate and collaborate with each other</p> <p>Understand the principles and purpose of preparing effectively for PE and sport</p> <p>Work independently for extended periods of time without the need for guidance</p>
<b>Year 5</b>	<p>Demonstrate improvements to their work</p> <p>Demonstrate originality, imagination and creativity in techniques, tactics and choreography</p> <p>Perform and link skills with control and consistency</p> <p>Perform/complete fundamental sports skills with control</p>	<p>Describe why physical activity is good for health and well being</p> <p>Understand how having high levels of fitness can improve performance</p> <p>Understand how to remain active for sustained periods of time</p>	<p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Know what has made their performance effective</p> <p>Make judgements to improve their work</p>	<p>Compete respectfully and fairly following rules</p> <p>Eagerly participate in every PE/Sport lesson</p> <p>Effectively communicate and collaborate with each other</p> <p>Understand the principles and purpose of preparing effectively for PE and sport</p> <p>Work independently for extended periods of time without the need for guidance</p>
<b>Year 6</b>	<p>Demonstrate effective leadership</p> <p>Demonstrate improvements to their work</p> <p>Demonstrate originality, imagination and creativity in techniques, tactics and choreography</p> <p>Perform and link skills with control and consistency</p> <p>Perform/complete fundamental sports skills with control</p>	<p>Clearly understand how personal fitness can improve performance</p> <p>Demonstrate sustained levels of fitness</p> <p>Remain active for sustained periods of time</p>	<p>Consistently improve their work</p> <p>Describe and comment on their own and others' performance with accuracy of actions</p> <p>Know what has made their performance effective</p>	<p>Compete respectfully and fairly following rules</p> <p>Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes</p> <p>Effectively communicate and collaborate with each other</p> <p>Work independently for extended periods of time without the need for guidance</p>

## Gymnastics

Activity Objectives			
Focus Areas	Skills	Experience	Develop
<b>Reception</b>	travelling, stillness, jumping, timing, changing shape, size, direction	different moods and feelings; a range of stimuli, performing movements from existing dance traditions	making dances, control and using rhythm
<b>Year 1</b>	travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping – (with more control, combinations, contrast, complex, actions – requiring continuity and co-ordination of body parts).	using floor and apparatus, safe lifting and carrying, using/finding space, using different body parts -shape/levels/direction, improving actions, making up a sequence.	working together, body control, planning/practicing simple actions alone using correct language for actions/apparatus
<b>Year 2</b>	travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping	consolidating work identified in this section from Year One, adapting and improving control of actions	consolidate work identified in this section from Year One with emphasis in repeating sequences of movements, linking activities on floor/apparatus, using pupils' own choices to link skills and actions in short movement phrases
<b>Year 3</b>	rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape levels; using different combinations of floor and apparatus, working alone/ with partner	performing and remembering sequences, with control; responding to set tasks, short sequences, selecting apparatus	an understanding of actions ending one movement – starts next; making decisions to affect their actions
<b>Year 4</b>	rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape levels; using different combinations of floor and apparatus, working alone/ with partner. Practice, adapt and refine actions; perform with whole/part body control; explore and select actions which can be developed within sequences, practised and repeated through gymnastic actions	sequences which they remember and repeat, respond to a variety of tasks, longer sequences, apparatus choice	an understanding of selecting more relevant actions, continuity when linking movement actions
<b>Year 5</b>	rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape, levels; using different combinations of floor and apparatus, working alone/with partner. Practice adapt and refine actions; perform with whole/part body control; explore and select actions that can be developed within sequences, practised and repeated through gymnastic actions	working within prescribed areas, considering and developing rules and scoring systems	an understanding of selecting more relevant actions, continuity when linking movement actions
<b>Year 6</b>	rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape, levels; using different combinations of floor and apparatus, working alone/with partner. Practice adapt and refine actions; perform with whole/part body control; explore and select actions that can be developed within sequences, practised and repeated through gymnastic actions	performing and practising sequences alone with others; responding to own/partner task; complex sequences, planning apparatus, layouts	selecting own ideas and relevant apparatus to develop more complex sequences