

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness						
Describe how the body feels when exercising.	Describe how the body feels when still and when exercising. Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities. Recognise and explain what our bodies need to stay healthy. Carry and place equipment safely.	Recognise and describe the effects of exercise on the body and mind. Know the importance of strength and flexibility for physical activity. Carry and place equipment safely. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times of the day and how this might affect performance. Know the importance of controlling the body in physical activity. Explain why exercise is good for your health. Recognise and understand benefits of warming up and cooling down. Carry and set up equipment safely.	Understand and describe how different exercises affect performance in different ways. Recognise and understand benefits on the body, from warming up and cooling down. To be able to understand and explain safety principles when preparing for and during exercise. Understand why exercise is important for our health, fitness and wellbeing. Set up and carry equipment safely.	Understand and describe the importance of warming up and cooling down, alongside effects that they have on our bodies. Carry out warm-ups and cool downs safely and effectively. Understand why exercise is good for our physical and mental health and well-being. Understand and describe different lifestyles that we can maintain to keep ourselves more healthy and fit. Set up and carry equipment safely.
Acquiring and Developing (Gymnastics skills)						
Experiment with different ways of moving such as skipping, running, crawling etc. Explores different ways of travelling with confidence.	Experimenting with different ways of travelling confidently, using different body parts. Travel at different speeds, heights and in different directions.	Demonstrate different ways of travelling confidently, on the floor and on apparatus. Demonstrate different ways of travelling, taking	Link a series of different movements together to form a short sequence. Practice and refine their own movements independently, showing awareness	Link a series of movements and rolls, jumps together to form a longer sequence. Combine a series of movements to create a sequence that fits a theme.	Select and combine ideas to form a specific sequence based on a theme. Select ideas to compose specific sequences of movements, rolls, jumps, balances and	Combine a series of movements together to create a routine with a theme or style. Perform specific movements, showing a good understanding of control and form.

<p>Explores different ways of travelling with confidence around, under and over balancing equipment.</p> <p>Explores different ways of moving onto and off climbing equipment.</p> <p>Copy a variety of balances using both hands and feet.</p> <p>Hold simple shapes and balances for at least 5 seconds.</p> <p>Hop using alternate feet at least 3 times.</p> <p>Perform a pencil roll and tuck roll with control.</p>	<p>Exploring different ways of moving onto and off equipment safely.</p> <p>Jump from two feet onto two feet.</p> <p>Performing a pencil jump, star jump and tuck jump with control.</p> <p>Jump onto a mat and down from equipment safely, using the 'magic chair' position.</p> <p>Perform a variety of shapes (tall, small and wide) and be able to hold each shape for at least 5 seconds.</p> <p>Perform a variety of balances with control for at least 5-8 seconds.</p> <p>Copy, remember and repeat movement patterns.</p> <p>Link together two actions to make a sequence.</p> <p>Performing a pencil roll, log roll and tuck roll (egg roll) with control.</p>	<p>their weight on their hands and feet.</p> <p>Create new ways of travelling confidently, showing varying heights and speeds.</p> <p>Jump from two feet onto two feet confidently.</p> <p>Perform a pencil jump, tuck jump and star jump with confidence and control.</p> <p>Jump off apparatus safely, using the 'magic chair' position.</p> <p>Move from one roll into another roll and finish by standing.</p> <p>Perform a variety of balances with control for at least 5-8 seconds.</p> <p>Copy, remember and repeat movement sequences with a clear start and clear finish.</p> <p>Performing a pencil roll, log roll, teddy bear roll and tuck roll (egg roll) with control.</p>	<p>of others around them.</p> <p>Demonstrate different ways of travelling confidently using different body parts, on the floor and on apparatus.</p> <p>Begin to perform movements to a higher standard, linking multiple movements together to make a sequence.</p> <p>Demonstrate basic shapes and balances on the floor and apparatus, holding them for approx. 8-10 seconds.</p> <p>Create longer and more complex sequences with a partner, demonstrating control and consistency.</p> <p>Perform a variety of point balances and counter balances with control and confidence.</p> <p>Perform a variety of point balances on apparatus with control and confidence.</p>	<p>Link a series of movements together demonstrating awareness of style and space to create maximum effect.</p> <p>Practice and refine different ways of travelling confidently using different body parts both on the floor and on apparatus.</p> <p>Use an increasing range of movements, actions, directions, levels and heights within sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Create longer and more complex sequences with a partner or group, showing changes of direction, speed and levels.</p> <p>Perform a variety of point, patch and counter balances with control and confidence.</p> <p>Perform a variety of point, patch and counter balances on apparatus with control and</p>	<p>shapes.</p> <p>Adapt their sequences to fit new criteria or suggestions from peer and teacher feedback.</p> <p>Perform a variety of ways to travel with confidence and control.</p> <p>Add multiple travelling movements into a sequence to represent a theme.</p> <p>Use an increasing range of movements, actions, directions, levels and heights within sequences.</p> <p>Move with clarity, fluency, expression and control.</p> <p>Create longer and more complex sequences with a partner or group, showing changes of direction, speed and levels.</p> <p>Perform a variety of point, patch and counter balances with control and confidence.</p> <p>Perform a variety of</p>	<p>Describe what they have done or changed to better their performance during a lesson.</p> <p>Adapt their routines to fit new criteria or suggestions from peer and teacher feedback.</p> <p>Demonstrate a variety of ways to travel with confidence and control within their routine, using different body parts each time.</p> <p>Add multiple travelling movements into a sequence to represent a theme.</p> <p>Use an increasing range of movements, actions, directions, levels and heights to represent a theme or style within a routine.</p> <p>Link a series of movements together, repeating various movements more than once within a routine.</p> <p>Perform a variety of point, patch and counter balances with control and confidence.</p> <p>Perform a variety of point, patch and counter balances on</p>
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	<p>Perform rocking forwards and backwards with control in preparation for forwards and backwards rolls.</p> <p>Use space well, thinking of the safety of themselves and others.</p> <p>Hop confidently using alternate feet for at least 5 seconds.</p>	<p>Perform a forwards roll from a crouched position.</p> <p>Use space well, thinking of the safety of themselves and others.</p> <p>Begin to repeat and copy counter balances with a partner.</p> <p>Create a movement sequence that reflects a theme.</p>	<p>Know what mirroring and symmetry mean, identifying this when making shapes with a partner or group.</p> <p>Use the correct vocabulary when performing and evaluating a variety of shapes and balances.</p> <p>Perform a teddy bear roll, pencil roll, tuck roll and forwards roll with confidence.</p> <p>Perform a pencil jump, star jump and tuck jump off apparatus, clearly demonstrating the shapes in the air.</p>	<p>confidence.</p> <p>Demonstrate mirroring and matching within sequences.</p> <p>Use the correct gymnastics terms when performing and evaluating.</p> <p>Perform a variety of rolls with confidence and control.</p> <p>Perform a variety of jumps with confidence and control.</p> <p>Demonstrate a variety of shapes of different heights, depth and levels within a sequence.</p> <p>Improve the placement and alignment of body parts in balances.</p>	<p>point, patch and counter balances on apparatus with control and confidence.</p> <p>Confidently use mirroring and matching more than once within a sequence.</p> <p>Confidently perform movements to a high standard and link multiple movements competently, e.g. a sequence of 3 pike forward rolls.</p>	<p>apparatus with control and confidence.</p> <p>Confidently perform movements to a high standard, working on form, precision and control.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Demonstrate precise and controlled movements to a high standard.</p>
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Shapes and balances

Wide shape – star	Wide shape – star	Wide shape – star	Wide shape – star	Wide shapes	Wide shapes	Wide shapes
Small shape – tuck	Small shape – tuck	Small shape – tuck	Small shape – tuck	Small shapes	Small shapes	Small shapes

Tall shape – pencil Standing balances – one point balancing (one foot)	Tall shape – pencil Standing balances – one point balancing (one foot) Floor balances – two point balancing (two feet, one foot and one hand etc)	Tall shape – pencil Straddle shape Standing balances Point balances Floor balances Counter balances (with a partner)	Tall shape – pencil Straddle shape Pike shape Standing balances Point balances Patch balances Floor balances Counter balances (with a partner) Balances on apparatus Mirroring and matching partner balances	Tall shapes Straddle Pike Point balances Patch balances Balances on apparatus Counter balances (with a partner) Mirroring and matching partner balances Front and back support	Tall shapes Straddle Pike Point balances Patch balances Balances on apparatus Part body weight counter balances (with a partner) Mirroring and matching partner balances Front and back support	Tall shapes Straddle Pike Point balances Patch balances Balances on apparatus Counter balances using part of each others bodyweight (with a partner) Mirroring and matching partner balances Front and back support Group formation balances
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Rolls and jumps

Pencil jump Star jump Pencil roll Tuck roll (egg roll)	Pencil jump Tuck jump Star jump Pencil roll Tuck roll (egg roll) Log roll	Pencil jump Tuck jump Star jump Half turn jump Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll Forwards roll	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Cat leap half turn Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Cat leap half turn Pivot Pencil roll Log roll Tuck roll (egg roll) Teddy bear roll	Pencil jump Tuck jump Star jump Half turn jump Full turn jump Cat leap Cat leap half turn Cat leap full turn Pivot Pencil roll Log roll Tuck roll (egg roll)
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				Forwards roll Backwards roll Forwards roll from standing	Forwards roll Backwards roll Forwards roll from standing Backward roll to straddle	Teddy bear roll Forwards roll Backwards roll Forwards roll from standing Backward roll to straddle Pike backwards roll Forward roll to straddle
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Travelling and linking actions (transitions)

Tiptoe Step Jump Hop Galloping Bunny hop	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Front support wheelbarrow with partner	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Side gallop Cartwheels Handstands Front support wheelbarrow with partner	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Side gallop Bear crawls Cartwheels Handstands Lunge into cartwheel Front support wheelbarrow with partner	Tiptoe Step Jump Hop Hopscotch Skipping Galloping Bunny hop Leaping Sidestep Crab walks Side gallop Bear crawls Cartwheels Handstands Lunge into cartwheel Round off Front support wheelbarrow with partner
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Evaluation

Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve their moves.	Watch and describe performances, using what they see to improve their own performance. Talk about the differences between their gymnastics	Watch, describe and evaluate the effectiveness of a performance. Use simple vocabulary to evaluate, compare and improve work.	Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements. Use simple vocabulary when	Choose and use specific gymnastic criteria to evaluate their own and other's performances. Use complex vocabulary to evaluate, compare	Choose and use gymnastics criteria to evaluate their own and other's performances. Thoroughly evaluate their own and others' work, suggesting thoughtful and
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		<p>work and the gymnastics work of others.</p>	<p>Identify what aspects worked well and what aspects could be improved next time.</p> <p>Observe, describe and analyse the movements of others using appropriate language.</p>	<p>evaluating, comparing and improving routines.</p> <p>Modify their gymnastics sequences or patterns to achieve a better result.</p>	<p>and improve work.</p> <p>Explain why they have used particular skills or techniques within their sequences.</p> <p>Explain the effect that particular skills or techniques have had on their performance.</p> <p>Describe how their performance has changed over the lesson.</p>	<p>appropriate ideas for improvements.</p> <p>Explain why they have used particular skills or techniques within their sequences.</p> <p>Explain the effect that particular skills or techniques have had on their performance.</p> <p>Describe how their performance has changed over the lesson.</p> <p>Use complex vocabulary to evaluate, compare and improve work.</p>
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