



Upton Infant School's PE Curriculum Intent

Brilliant gymnasts...

- Can perform a range of gymnastic moves individually and in unison with a partner.
- Use their whole body when performing and know how to start and end routines
- Move gymnastically on a range of equipment
- Give and receive feedback on work and add improvements using feedback.

PE Curriculum – Gymnastics

Reception

Year One

Year Two

Intent

Brilliant gymnasts in Reception begin to learn to roll, jump, make a range of shapes with bodies, balance and travel in different ways. They begin to link actions into sequences and are able to observe others and identify good work. They are able to work with their bodies with increasing control and can use equipment safely.

Brilliant gymnasts in Year One learn to roll, jump, balance and travel on equipment and link movements by themselves and with a partner in unison. They will learn the start position (standing to attention) and the final position (Ta da pose) of gymnastic moves. They will begin to show good muscle tension (not 'floppy limbs'). Children will observe others, give feedback and improve own work using feedback.

Brilliant gymnasts in Year Two learn to roll, jump, balance and travel on equipment ensuring transitions are smooth by themselves and with a partner in unison. They will use the start position (standing to attention) and the final position (Ta da pose) of gymnastic moves. They will show improving muscle tension and learn about flexibility and positions that require this. They will learn a growing number of gymnastics moves and link these into longer sequences. Children will develop stamina by performing for longer. They will observe others, give feedback and improve own work using feedback.

Planning considerations for teachers

In each class identify those children who entered school low for PD and ensure they are working close to the teacher and given extra support. Children will need to do warm up games when space allows. Careful consideration must be given to layout of equipment to maximize use and ensure children are not waiting to move. Jumping always to be done onto mats.

In each class identify those children who did not achieve ELG for PD and give more support. Make sure moves are well understood and how to perform safely before teaching. Children will need to do warm up games when space allows. Jumping always to be done onto mats. Children to use whole body when holding balances, the start and end position. Careful consideration must be given to layout of equipment to maximize use and ensure children are not waiting to move.

Children need lots of opportunity to practice and consolidate understanding of the gymnastic moves. Make sure moves are well understood and how to perform safely before teaching. Children will need to do warm up games when space allows. Jumping always to be done onto mats. Careful consideration must be given to layout of equipment to maximize use and ensure children are not waiting to move. An audience for the final sequence needs to be arranged (parents, other class etc)

Knowledge

Children learn to...

- Jump on and off apparatus (benches, low horses) with clear takeoff and landing positions then children jump in unison with partner. Begin to learn different types of jumps e.g. star, straight, turn.
- Balance a beanbag without dropping it then extend this onto following a course without dropping the beanbag.

Children learn to...

- Perform three different jumps (two foot take off, two foot landing, tuck, half turn and land safely with bending knees) and then three different rolls (Teddy bear roll, egg roll and log roll) then link movements together with the start and final position. Perform basic jumps (bunny hop, kangaroo jump, to reach an apple) on the floor and low apparatus then show different shapes (tuck, star, straight) when

Children learn to...

- Perform the four (star, tuck, balance and travel) elements individually then put into a sequence on the floor and then on low apparatus. Each stationary element must be held for 3 seconds. Perform to partner/groups offer feedback and improve work using feedback.
- Perform powerful jumps (Year 2 Gym Unit lesson 2 for jumps) and to be able to control landings without wobbling or falling over and to end with a gymnastic finish. Work with a partner to perform a leap frog and to take

• Move on apparatus (low level) carefully, then move on apparatus using different parts of body. • Control balls and beanbag and work with a partner to pass them using different body parts and when in different positions (unit 1 lesson 5). • Perform a range of shapes (long shape, star shape, small shape) with body and begin to balance on equipment by following a trail involving benches, ropes on the floor to follow. Then learn how to walk like a camel, bunny, crab. Link shapes and travel method into a sequence and perform. • Perform an egg and log roll then refine by rolling in different directions and then straight lines combine with a camel/bunny/crab walk and link to the Story of the Giant (unit 2 lesson 2). • Balance by balancing on a point (small body parts-hands/feet) and a patch (large body parts back, front, side leg) and holding for 3 seconds. Then children to create a sequence by combining a method travelling (camel/bunny/crab) with a roll and a balance. Children to be able to say what was good about others performances.	jumping before jumping high and landing safely. • Recognise and perform different floor shapes (tuck, arch, star, dish) and hold for three seconds then to move from one shape into another. • Travel along a range of low equipment (benches, low horses, on mats) by crawling, bunny hops, marching. Link travelling, jump and a roll into a sequence. Perform to partner/groups offer feedback and improve work using feedback. Then develop a sequence of travelling, jump and roll with a partner to work in unison. • Perform a variety of basic gymnastic actions (turn, twists, spin, rock and roll) and link two of these movements with a partner to work in unison. Adapt turns, twists and spins to different levels. Transfer these movements and sequence to a range of low equipment. • Balance in a range of ways (on one foot, variety of body positions, two hands on the floor, one hand etc) on the floor and on low equipment then incorporate into a sequence of balance and one of roll/spin/twist/turn then a jump. Perform to others then in unison with a partner give feedback and use feedback to improve. • Use large apparatus safely and to move on it.	turns to leap frog with partner and children are able to land safely. • Revisit rolls then perform a sequence (using jumps, tucks, balances, rolls, march) using smooth continuous links making sure transition are smooth and there is no gap between activities. Create a progressive sequence (Child A does a tuck roll, Child B does a tuck roll and adds a balance, Child A does a tuck roll, balance and bunny hop) with a partner. Describe what it means to flexible and perform shapes (Japanana, Bridge, split) with increasing flexibility. Use balance to walk along benches of increasing difficulty. • Perform a front support, back support, Pike, a releve (Unit 2 lesson 1) walk, an arch shape and a dish shape with increasing body control and muscle tension. In pairs children challenge themselves to hold positions for longer. Perform and improve a sequence using two of the actions above and the releve walk. • Children to use the taught gymnastic moves and build into a six move sequence with a start and end. Sequence is practices and improved upon ready to demonstrate. • Use large apparatus safely and to move on it. To perform balances and hold for a count of three.
Our promise to make PE learning brilliant		
• Safe opportunities to be physically active • Celebrating sporting achievement in assemblies	• Guest coaches show casing different sports • Access to after-school clubs	• Competitive fixtures against other schools in a range of sports • Annual Sports Day event