

Tollerton Primary School

Gymnastics / KS1 Basic Movements:

**Big Ideas/ Key Elements of PE**

<ul style="list-style-type: none"> <li>- Movement</li> <li>- Development of skills and techniques</li> <li>- Application of skills and techniques</li> <li>- Co-operation/teamwork</li> </ul>	<ul style="list-style-type: none"> <li>— <del>Competition</del></li> <li>— <del>Games</del></li> <li>— <del>Tactics</del></li> <li>- Challenge</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis and evaluation</li> <li>- Preparation for life and participation</li> <li>- Health and fitness</li> <li>- <del>Swimming</del></li> </ul>
---	---	--

Yr	Prior Learning it builds on	Intentions	Vocabulary
R	<ul style="list-style-type: none"> <li>-followed simple instructions</li> <li>-had some experience of action songs and action rhymes</li> <li>-explored basic body actions</li> </ul>	<p>Show basic control, coordination and agility when moving in a variety of ways. Show basic control and coordination with a variety of simple balances. Show control and coordination with basic rolls. To negotiate spaces and equipment safely. To land safely. To begin to identify and verbalise key points of basic movements. To begin to perform short sequences of a variety of movements.</p> <p>PD – Moving &amp; Handling</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<ul style="list-style-type: none"> <li>▪ direction, eg up, down, forwards</li> <li>▪ level, eg high, low</li> <li>▪ pathway, eg zigzag, straight</li> <li>▪ body parts and surfaces, eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies</li> <li>▪ Rolls, log. Positions, dome, dish, tuck</li> </ul>
1	<ul style="list-style-type: none"> <li>• developed the ability to follow simple instructions</li> <li>• gained confidence in lifting, carrying and placing small apparatus</li> <li>• developed sound jumping and landing techniques</li> <li>• experienced using space safely, taking account of others</li> <li>• learned vocabulary for the basic actions of gymnastics, eg roll, jump, climb, and can name some</li> </ul>	<p>show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases</p>	<ul style="list-style-type: none"> <li>• jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide</li> <li>• words to describe speed, eg stop, still, slowly</li> <li>• shape, eg tall, long, wide, narrow</li> <li>• direction, eg up, down, forwards</li> <li>• level, eg high, low</li> <li>• pathway, eg zigzag, straight</li> <li>• body parts and surfaces, eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies</li> </ul>

	body parts		<ul style="list-style-type: none"> <li>• along, around, across, on, off, over, under, through</li> <li>• tension, extension, relaxation</li> </ul>
2	<ul style="list-style-type: none"> <li>• experienced different ways of travelling on feet, hands and feet, and without using feet</li> <li>• explored ways of varying the basic actions</li> <li>• linked a number of basic actions to make a simple, repeatable sequence</li> </ul>	plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well	<ul style="list-style-type: none"> <li>▪ hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn</li> <li>▪ words to describe: <ul style="list-style-type: none"> <li>▪ speed, eg fast</li> <li>▪ shape, eg twisted, curled, wide, narrow</li> <li>▪ level, eg medium</li> <li>▪ direction, eg backwards, sideways</li> <li>▪ pathway, eg zigzag, angular</li> </ul> </li> <li>▪ body parts and surfaces, eg legs, arms, hips, fingers, shoulders, tummy, sides</li> <li>▪ under, through, towards, in front, behind, over</li> </ul>
3	<p>Children have:</p> <ul style="list-style-type: none"> <li>• made short sequences of 'unlike' actions, eg jump-roll-balance</li> <li>• remembered and repeated sequences accurately</li> <li>• linked actions on the floor with actions on the apparatus</li> <li>• copied a partner's actions</li> <li>• modified their basic actions, eg different levels, shapes, speeds, pathways, body parts</li> </ul>	use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved	<ul style="list-style-type: none"> <li>• inverted</li> <li>• contrasting</li> <li>• flow</li> <li>• combinations</li> <li>• half-turn</li> <li>• sustained</li> <li>• explosive</li> </ul>
4	<p>Children have:</p> <ul style="list-style-type: none"> <li>• made a sequence of contrasting actions, eg two jumps and two balances</li> <li>• improved their work by demonstrating</li> </ul>	perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved; lead a partner through short warm-up routines; recognise criteria that	<ul style="list-style-type: none"> <li>• rotation, 90°, 180°, 270°</li> <li>• spinning</li> <li>• axis</li> </ul>

	<p>extension and body tension, controlled landings, and clear changes of speed and flow in sequence work</p> <ul style="list-style-type: none"> <li>• adapted their work to the needs of a partner</li> </ul>	<p>lead to improvement, eg changing a level; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance</p>	<ul style="list-style-type: none"> <li>• strength, suppleness, stamina</li> <li>• combine</li> <li>• approaching, leaving</li> <li>• height</li> <li>• inversion</li> <li>• against, towards, away, across</li> </ul>
5	<ul style="list-style-type: none"> <li>• an understanding of the need to practise and refine an action to improve the quality of performance</li> <li>• combined actions into well-constructed sequences with changes of level and speed</li> <li>• used a range of different clearly formed body shapes</li> <li>• worked side by side with a partner on the floor, and one behind the other using apparatus</li> </ul>	<p>create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p>	<ul style="list-style-type: none"> <li>• asymmetry</li> <li>• symmetry</li> <li>• display</li> <li>• matching</li> <li>• flight</li> <li>• feet apart, feet together</li> <li>• crouch</li> <li>• inclined</li> </ul>
6	<ul style="list-style-type: none"> <li>• performed a sequence of contrasting actions for an audience</li> <li>• experienced matching and mirroring with a partner</li> <li>• learned that ways of linking actions are as important as the actions themselves</li> <li>• set out apparatus safely and efficiently</li> </ul>	<p>make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles; combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience; understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing; show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>	<ul style="list-style-type: none"> <li>• counterbalance</li> <li>• counter-tension</li> <li>• tension</li> <li>• obstacle</li> <li>• straddle over</li> <li>• aesthetic</li> <li>• judgement</li> </ul>