

| Gymnastics | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>-To create a short sequence of moves/shapes.</p> <p>- To explore a variety of balances with control.</p> <p>- To explore a variety of rolls.</p> <p>- To explore a variety of jumps</p> | <p>-To explore movement actions with control and link them together with flow.</p> <p>- To explore gymnastic actions and shapes.</p> <p>- To explore movement actions with control, and to link them together with flow.</p> <p>-To choose and use simple compositional ideas by creating and performing sequences.</p> <p>- To repeat and link combinations of gymnastic actions.</p> <p>To link combinations of movements and shapes with control.</p> <p>-To practice taking off from different positions.</p> | <p>-To remember and repeat simple gymnastic actions with control.</p> <p>- To balance on isolated parts of the body using the floor and hold balance.</p> <p>- To develop a range of gymnastic moves, particularly balancing.</p> <p>- To link together several gymnastic actions into a sequence.</p> <p>- To explore ways of travelling around on large apparatus.</p> <p>- To choose and use a variety of gymnastic actions to make a sequence.</p> <p>- To choose and use a variety of gymnastic actions on apparatus.</p> | <p>- To explore jumping techniques and to link them with other gymnastic actions.</p> <p>- To select and adapt gymnastics actions to meet the task.</p> <p>-To work with a partner or a small group to create a sequence that develops jumping skills.</p> <p>- To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</p> | <p>- To practice body shapes.</p> <p>- To identify and practice symmetrical and asymmetrical body shapes.</p> <p>- To construct sequences using balancing and linking movements.</p> <p>- To use counterbalances and incorporate them into a sequence of movements.</p> <p>- To perform movements.</p> <p>- To perform and evaluate own and others' sequences.</p> | <p>- To identify and practice body shapes and balances.</p> <p>- To identify and practice symmetrical and asymmetrical body shapes.</p> <p>- To use and refine the following skills: flexibility, strength, balance, power and mental focus.</p> <p>- To develop skills for movement, including rolling, bridging and dynamic movement.</p> <p>- To use counterbalances and incorporate them into a sequence of movements.</p> <p>- To perform movements in canon and in unison.</p> <p>- To perform and evaluate own and others' sequences.</p> | <p>- To identify and practice symmetrical and asymmetrical body shapes.</p> <p>- To construct sequences using balancing and linking movements.</p> <p>- To use counterbalances and incorporate them into a sequence of movements.</p> <p>- To perform movements in canon and in unison.</p> <p>-To perform and evaluate own and others' sequences.</p> |