

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing</b>	Explain how we always do a warm up before exercising and how we always do a cool down after exercising. Discuss how exercise is an important feature of maintaining a healthy lifestyle. Know that healthy is a good thing to be. Understand the need for having our own kit for PE.	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 describe the effects of exercise on the body (increased heart rate, feeling warmer, building healthy bodies). Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can be healthier
<b>Gymnastics Jumps</b>	Be able to identify a jump. Be able to identify a hop. Understand how a jump or hop can move you from one place to another. Use a jump to get off of equipment	Refine leaps and two-foot jumps. Perform leaps and two-foot jumps from a bench.	Jump with control and balance using a: straddle jump, pike jump and half turn jump. Jump with control and balance from an agility table using a: straddle jump, pike jump and half turn jump.	Tuck jump with half turn Straddle jump with half turn Pike jump with half turn Straight jump with full turn	Cat leap.	Split leap	Stag leap Combine a series of jumps with control.
<b>Gymnastics Shapes and Balances</b>	Discuss statues and how they are made by not moving. Make statues with bodies. Carry out floppy shapes, and discuss how they differ from statues. Be able to balance on one leg. Use equipment to balance on.	Carry out simple stretches (lunges and arm stretches) to warm up. Recognise and copy contrasting actions (small/tall, narrow/wide). Extend arms and legs in a balance. Create individual balances using: pike, tuck, star, straight and straddle shapes. Create individual balances using: pike, tuck, star, straight and straddle shapes on a bench.	Begin to tense my core to support a successful balance by identifying where their core is and how to tense. Balances on apparatus (benches and agility tables). Hold a still shape whilst balancing on different points of the body. Create individual balances: cup, arch, front and back support balances (and other balances shown on the resource sheet).	T-Lever balance Practise counter tension balances in pairs (from the resource sheet).	Create counter tension balances in pairs with increasing control on benches and agility tables (from the resource sheet). Complete balances at range of levels (floor/on equipment etc). Use the placement and alignment of body parts in balances; core to maintain balance and arms for balance and finesse.	Practise supporting a partner to hold a balance (pg. 75) (from the resource sheet). Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Practise threes taking the weight of a partner balance (pg. 119) (from the resource sheet). Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance (in groups). Perform a range of balances in a sequence (e.g. <a href="https://www.youtube.com/watch?v=hvxefm0Qjk">https://www.youtube.com/watch?v=hvxefm0Qjk</a> )
<b>Gymnastics Rolls</b>	Learn a roll and demonstrate it to a group.	Roll in a variety of ways (log roll, pencil roll, egg roll, teddy bear roll).	Refine forward rolls and other rolls taught in Year 1 (log roll, pencil roll, egg roll, teddy bear roll). Perform rocking for forwards roll. Practise crouched forward roll. Perform a forward roll.	Forward roll from standing	Tucked backward roll.	Straddle forward roll.	Pike forward roll Explore a straddle backwards roll.
<b>Gymnastics Handstands, Headstands &amp; Cartwheels</b>					Complete a handstand safely.	Lunge into cartwheel Complete a cartwheel safely	Hurdle into a cartwheel Complete a round-off
<b>Travelling and Linking Skills</b>	Copy different movements modelled by an adult (crouching down low, standing up tall, making themselves big, small, fast and slow) Introduce walking on tiptoes. Follow instructions to move at different speeds. Perform starfishes as modelled by teacher (move on to crabs, seahorses and fish)	Travel in different ways, changing direction (walk, jog, gallop, skipping, sidestep, hopping).	Travel in a variety of ways taught in Year 1, with control.	Show flexibility in movements. Chassis steps (travelling).	Show flexibility and fluidity in movements. Travel in different ways, including using flight. Pivot when travelling.	Perform a range of travelling linking actions within a sequence.	Perform a range of travelling linking actions within a sequence thinking about technique and flexibility.

	Introduce different heights and moving when using different heights.						
<b>Perform and Evaluate</b>		<p>Create and perform an individual movement sequence including balances and travelling.</p> <p>Perform using a range of actions and body parts with some coordination and fluency between movements.</p> <p>Combine rolls, balances, jumps and travelling to create an individual movement sequence.</p> <p>Combine rolls, balances, jumps and travelling to create a paired, synchronised movement sequence.</p> <p>Perform using a range of actions synchronising with a partner.</p> <p>Hold shapes shown to me for 3 seconds without falling over.</p>	<p>Copy, explore and remember actions and movements to create their own sequence including taught balances, jumps and travels.</p> <p>Link all known movements fluidly. e.g. without a pause.</p> <p>Create sequences with changes in levels and directions.</p>	<p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Describe how their performance has improved over time.</p>	<p>Perform more complex sequences using different heights and apparatus.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Combine equipment with movement to create sequences.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Perform jumps, shapes and balances fluently and with control. (including a backwards roll).</p> <p>Develop strength, techniques and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their and others performance.</p>	<p>Develop strength, technique and flexibility, throughout performances.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>