The outcomes and aims across school stated in the National Curriculum and Development Matters Document for *Gymnastics* are:

**KS2 National Curriculum Aims:**

The main KS2 N.C. aims covered in gymnastics units are:

* Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**KS1 National Curriculum Aims:**

The main KS1 N.C. aims covered in gymnastics units are:

* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

**Early Years Outcomes**

The main Early Years Outcomes covered in the Gymnastics units are:

* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)
* Experiments with different ways of moving (PD M&H 40-60)
* Jumps off an object and lands appropriately (PD M&H 40-60)
* Travels with confidence and skill around, under, over and through balancing and climbing equipment

The outcomes and aims across school stated in the National Curriculum and Development Matters Document for *Games* are:

**KS2 National Curriculum Aims:**

The main KS2 N.C. aims covered in games units are:

* Use running, jumping, throwing and catching in insolation or in combination.
* Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
* Compare their performances with previous ones and demonstrate improvement to achieve personal best

**KS1 National Curriculum Aims:**

The main KS1 N.C. aims covered in games units are:

* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
* Participate in team games, developing simple tactics for attacking or defending

**Early Years Outcomes**

The main Early Years Outcomes covered in the Games units are:

* Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)
* Children show good control and coordination in large and small movements. (PD – M&H ELG)
* Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
* They move confidently in a range of ways, safely negotiating space (PD M&H ELG)

The outcomes and aims across school stated in the National Curriculum and Development Matters Document for *Dance* are:

**Early Years Outcomes**

The main Early Years Outcomes covered in the Dance units are:

* Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)
* Experiments with different ways of moving (PD – M&H 40-60)
* Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
* Enjoys joining in with dancing and ring games. (EAD – M&M 30 – 50)
* Beginning to move rhythmically (EAD – M&M 30-50)
* Imitates movement in response to music (EAD - M&M 30-50)
* Begins to build a repertoire of songs and dances (EAD - M&M 40-60)
* Children sing songs, make music and dance, and experiment with ways of changing them (EAD – M&M ELG)
* Creates movement in response to music (EAD – BI 30-50)
* Captures experiences and responses with a range of media, such as dance. (EAD - BI 30 – 50)
* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (EAD – BI 40 – 60)
* Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

**KS2 National Curriculum Aims:**

The main KS2 N.C. aims covered in games units are:

* Develop flexibility, strength, technique, control and balance.
* Perform dances using a range of movement patterns
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best

**KS1 National Curriculum Aims:**

The main KS1 N.C. aims covered in games units are:

* Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
* Perform dances using simple movement patterns.

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| EYFS | | Year One | | Year Two | | Year Three | | Year Four | | Year Five | Year Six | |
| Acquiring and Developing Skills in Gymnastics | | | | | | | | | | | | |
| Create a short sequence of movements  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one space to another with control.  Begin to balance with control.  Move around, under, over and through different objects and equipment. | | Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide)  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances.  Carry out simple stretches  Carry out a range of simple jumps, landing safely.  Begin to move with control and care. | | Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care. | | Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements. | | Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances. | | Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.  Perform jumps, shapes, and balances fluently and with control.  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 balance.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances.  Combine equipment with movement to create sequences. | Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances. | |
| Vocabulary - Gymnastics | | | | | | | | | | | | |
| Warm up  Cool down  Control  Balance  Move  Jump  Land  High  Low  Shape  Travel  Health  Explore  Diet  Stretch  Exercise  Healthy  Safety  Space  Copy  Watch  Equipment | Points  Patches  High  Low  Travel  strong (tension)  stretch (extension) control  Flight  Bounce  Jump  Flexible  Balance  Stretch  Spin  Shape  Land  Wide  Narrow  Curled  Warm up  Cool down | | High  Low  Travel  Slide  Rolling  Jump  Land  Flexible  Tension  Extension  Stretch  Balance  Spin  Shape  Linking  Sequence  Technique  Warm up  Cool down  Leap  Direction | | Pathway  Flexible  Direct  Travel  Stretch  Wide  Thin  Long  Short  Curled  Roll  Jump  Levels  Speeds  Sequence  Contrasting  Acceleration  deceleration  Direction  forwards  backwards  sideways  co-ordination  leap  Spin  side  step  tension  extension  even  uneven  symmetrical asymmetrical  balance | | Balance  Travel  Shape  Extension  Tension  Direction  Sliding  Rolling  Contrasting Communication  co-operation  receiving weight  jumping  bunny hop  leaping  cart-wheel  twisting  turning  speeds  levels  Spin  flexibility  co-ordination  Warm up  Cool down | | Bridges  Balance  Travel  Shape  Roll  Turn  Jump  Slide  Levels  Speed  Direction  Sequence  Extension  Tension  Strong  contrasting communication leadership  Spin  Rotate  Axis  Flight  Wheel  Spring  Leap  take-off  land  clock wise & anti clock wise  Warm up  Cool down | | | Counter-balance Counter-tension  Balance  Travel  Shape  Extension  Tension  Matching  Mirroring  contrasting communication leadership Synchronisation  Canon  Warm up  Cool down |
| Acquiring and Developing Skills in Games | | | | | | | | | | | | |
| Hit a ball with a bat or racquet.  Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands.  Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball.  Kick an object at a target.  Move safely around the space and equipment.  Travel in different ways, including sideways and backwards.  Play a range of chasing games.  Follow simple rules.  Control their body when performing a sequence of movements.  Participate in simple games. | | Using hitting skills in a game.  Practise basic striking, sending and receiving.  Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching.  Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forward and backwards with control and fluency)  Pass the ball to another player in a game.  Use kicking skills in a game.  Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game.  Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender.  Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space.  Engage in competitive activities and team games. | | Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball.  Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used.  Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game.  Know how to pass the ball in different ways.  Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to use and choose the best space in a game.  Begin to use and understand the terms defending and attacking.  Use at least one technique to attack or defend to play a game successfully.  Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully. | | Demonstrate successful hitting and striking skills.  Develop a range of skills in striking and fielding.  Practise the correct batting technique and use it in a game.  Strike the ball for distance.  Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast, slow)  Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game.  Pass the ball in two different ways in a game situation with some success.  Know how to keep and win back possession of the ball in a team game.  Find a useful space and get into it to support teammates.  Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them.  Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games.  Know how to play striking and fielding games. | | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and stationary ball.  Develop different ways of throwing and catching.  Move with the ball using a range of techniques showing control and fluency.  Pass the ball with increasing speed, accuracy and success in a game situation.  Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  Make the best use of space to pass and receive the ball.  Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring.  Vary the tactics they use in a game.  Adapt rules to alter games. | | Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball.  Explore when different shots are used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes.  Consolidate different ways of throwing and catching and know when each is appropriate in a game.  Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.  Choose the best tactics for attacking and defending.  Shoot in a game.  Use fielding skills as a team to prevent the opposition from scoring.  Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game. | Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game.  Throw and catch accurately and successfully under pressure in a game.  Show confidence in using ball skills in various ways in a game situation and link these together effectively.  Choose and make the best pass in a game situation and link a range of skills together with fluency. E.g. passing and receiving the ball whilst moving.  Keep and win back possession of the ball effectively and in a variety of ways in a team game.  Demonstrate a good awareness of space.  Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring.  Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead others during a game. | |
| Evaluate in Games | | | | | | | | | | | | |
| Talk about what they have done.  Talk about what others have done. | | Watch and describe performances.  Begin to say how they could improve. | | Watch and describe performances and use what they see to improve their own performance.  Talk about their differences between their work and that of others. | | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | | Choose and use criteria to evaluate own and others performance.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. | |
| Vocabulary - Games | | | | | | | | | | | | |
| Throw  Catch  Pass  Roll  Bounce  Stop  Looking  Stopping  Warm up  Cool down  Control  Large movements Small movements Move  Health  Explore  Diet  Exercise  Healthy  Safety  Space  Copy  Watch  Equipment  team work | | Actions  Throw  Catch  Pass  Receive  Bounce  Roll  Dribble  Hit  Space  Move  Safety  Looking  stopping  control  target  aiming  Warm up  Cool down  team work | | Throw  Catch  Pass  Receive  Bounce  Roll  Control  Dribble  Hit  Space  Move  Safety  Looking  Stopping  Evaluate  controlling  defender  attackers  Rules  Warm up  Cool down  Calling  Signalling  team work | | Dribble  Send  Pass  Receive  Calling  Signalling  Space  Movement  scoring  High  Low  Tactics  Space  Opponent  target  throw  catch  Evaluate  feed  aiming  striking  hitting  Rules  Overarm  under arm  fielding  Net games  chasing  rolling  barrier  space  movement  scoring  Warm up  Cool down  team work | | High  Low  Space  Opponent  target  throw  catch  feed  aiming  Chest pass  agility  push pass  Bounce pass  Opponent  Movement  Accurate  dodging  Control  Signalling  Evaluate  Tactics  Overarm  under arm  Rules  Warm up  Cool down | | Chest pass  push pass  space  opponent  target  movement accurate  control  signalling  balance  strength  agility  Throw  Send  Receive  Catch  Calling  dodging  Striking  Hitting  Fielding  Chasing  Rolling  Movement  team work Overarm  under arm  scoring  Evaluate  Health  Fitness  Well-being Tactical  Warm up  Cool down | Dribble Pass  Invasion  Signal  Receive  Tackle  Defend  Attack  Accuracy  team work  strategy  agility  space  control  dodging  technique  Throw  Send  Catch  Calling  Striking  Hitting  Fielding  Chasing  Rolling  Bowling  Overarm  under arm  space movement scoring  Fitness  Well-being  Evaluate  Warm up  Cool down | |
| Acquiring and Developing Skills in Dance | | | | | | | | | | | | |
| Join a range of different moves together.  Change the speed of their actions.  Change the style of their movements.  Create a short movement phrase which demonstrate their own ideas. | | Copy and repeat actions.  Put a sequence of actions together to create a motif.  Vary the speed of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Begin to improvise independently and create a simple dance. | | Copy, remember and repeat actions.  Create a short motif inspired by a stimulus.  Change the speed and level of their actions.  Use simple choreographic devices such as unison, canon and mirroring.  Use different transitions within a dance motif.  Improve the timings of their actions. | | Begin to improvise with a partner to create a simple dance.  Create motifs from different stimuli.  Begin to compare and adapt movements and motifs to create a larger sequence.  Perform with some awareness of rhythm and expression. | | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.  Compose longer dance sequences in a small group.  Demonstrate precision and some control in response to stimuli.  Begin to vary dynamics and develop actions and motifs in response to stimuli.  Demonstrate rhythm and special awareness.  Change parts of a dance as a result of self-evaluation. | | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space.  Demonstrate imagination and creativity in the movements they devise in response to stimuli.  Use transitions to link motifs smoothly together.  Improvise with confidence, still demonstrating fluency across the sequence.  Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self or peer evaluation. | Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Use dramatic expression in dance movements and motifs.  Perform with confidence, using a range of movement patterns.  Demonstrate strong and controlled movements throughout a dance sequence.  Combine flexibility, techniques and movements to create a fluent sequence.  Move appropriately and with the required style in relation to the stimulus.  Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences.  Improvise with confidence, still demonstrating fluency across their sequence.  Dance with fluency and control, linking all movements and ensuring that transitions flow.  Demonstrate consistent precision when performing dance sequences.  Modify some elements of a sequence as a result of self and peer evaluation. | |
| Evaluate in Dance | | | | | | | | | | | | |
| Talk about what they have done.  Talk about what others have done. | | Watch and describe performances.  Begin to say how they could improve. | | Watch and describe performances and use what they see to improve their own performance.  Talk about the differences between their work and others. | | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | | Choose and use criteria to evaluate own and others performance.  Explain why they have used particular skills or techniques, and the effect they have had on their performance | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. | |
| Vocabulary – Dance | | | | | | | | | | | | |
| Warm up  Cool down  Large movements  Small movements  Move  Health  Explore  Performance  Perform  Diet  Exercise  Healthy  Safe  Space  Music  Copy  Watch  Equipment  Travel  Spinning  Turning  Rolling  Jump T  iming | | Compose  Timing  Gesture  Movement  Dance phrase Choreography  Routine  Formation  Explore  Rhythm  Performance  Perform  Music  Exercise  Direction  Spinning  Turning  Warm up  Cool down  Speeds  Levels  Copy  Watch  Describe  Travel  Slide  Spinning  Turning  Evaluate  Rolling  Jump  Timing  Beats | | Compose  Perform Performance  Pattern  Express  Dance phrase  Explore  Direction  Pathways  Music  Travel  Slide  Spinning  Turning  Rolling  Jump  Spring  Speeds  Levels  Evaluate  Tension  Control  Extension  Warm up  Cool down  Timing  Beats | | Turn  Gesture  Jump  Travel  Express  Explore  Mimic  Mime  Timing  Music  Flow  Movement  Patterns  Motif  Beats  Rhythm  Machinery  Robotic  Aesthetic  Dynamic  Transition  Rotation  Performance  Perform  Warm up  Cool down  Evaluate | | Unison  Flow  Choreograph  Bouncy  Formation  Canon  Explore  Audience  Narrative  Character  Transition  Mirroring  Music  Beats  Rhythm matching Gestures Performance Perform  Warm up  Cool down Evaluate  Stimuli  Improvise | | Turn  Gesture  Jump  Stillness  Travel  Expression  Clarity  Mimic  Mime  Formation  Explore Relationship Timing  Music  Movement Patterns  Motif  Music  Beats  Rhythm Machinery Performance Perform  Robotic  Action  Reaction  Warm up  Cool down Evaluate Improvise | Turn  Gesture  Jump  stillness  travel  expression  Combine  clarity  mimic  mime  Explore  timing  movement  Structure  Fluent  patterns  Music motif  music beats Performance  Perform  rhythm  Fitness  Health and well being Warm up  Cool down  Evaluate  Improvise | |

Red = new vocab to the cohort