

## CURRICULUM MAP

SUBJECT: Physical Education (Gymnastics)

YEAR: 2017/18

SKILL/KNOWLEDGE	NURSERY	YR	Y1	Y2	Y3
To use space and travel in different ways. (Travelling)	<ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Walk upstairs or downstairs holding onto a rail two feet to a step.</li> <li>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walk downstairs, two feet to each step while carrying a small object.</li> <li>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Move forward/back/sideways/ under/ over and through, high, low.</li> <li>Travel on/over/through/around/ apparatus.</li> <li>Move with a developing awareness of space, themselves and others thinking about different speeds.</li> <li>Travel with body parts on the floor - hands/feet, hands and feet/ sliding along the floor.</li> <li>Sideways rolling</li> </ul>	<ul style="list-style-type: none"> <li>Move through variety of pathways: Forward/back/under/ sideways/ a curve, high, low, wide, narrow with control.</li> <li>Move with an increased awareness of space, themselves and each other changing direction often.</li> <li>Move using small and large parts of their body (points and patches)</li> <li>Explore rocking and rolling/ hopping/bouncing/ skipping/ jumping.</li> </ul>	<ul style="list-style-type: none"> <li>Move forward/ back/under/ sideways with straight, zig zag and curved pathways (SCW) with fluency.</li> <li>Move quickly within spaces, changing pace and direction often to avoid objects and others.</li> <li>Continuity of movement (fluidity)</li> <li>Travel close to and far from the ground (includes apparatus).</li> <li>Explore rocking and rolling/ hopping/bouncing/ skipping/ jumping.</li> <li>Explore different ways of rolling, twisting and turning on the floor and apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>Travel in different ways including a curled or stretched out shape. (develop to stretch, curl, stretch, curl sequence.)</li> <li>High, medium and low levels of movement.</li> <li>Travel using flexible and direct pathways.</li> <li>Change level of speed whilst travelling - quick/slow/acceleration/deceleration.</li> <li>Travel in same direction but change the way they face.</li> </ul>
			<p><b>Teddy Bear Roll, Arch</b></p>		
To be able to maintain a balance. (Includes apparatus)	<ul style="list-style-type: none"> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can stand momentarily on one foot when shown.</li> </ul>	<ul style="list-style-type: none"> <li>Use curled and stretch balances whilst stationary or whilst moving through, on top of, in between apparatus.</li> <li>Begin to explore a one foot stand (use a partner/ apparatus for support)</li> </ul>	<ul style="list-style-type: none"> <li>Balance stationary on small parts of their bodies (hands, feet, knees etc) as 'points'.</li> <li>Balance on large parts of their bodies (backs, sides, bottoms etc) as 'patches.'</li> <li>Wide and narrow stretch balances.</li> <li>Work with a partner to create a balance.</li> </ul>	<ul style="list-style-type: none"> <li>Show various ways of balancing with the body close to or far away from the apparatus/ground.</li> <li>Consider different parts of the body as being the highest points in their balance.</li> <li>Take weight confidently on the hands to lift the feet high.</li> <li>Travel under a partner who is holding a balanced bridge position.</li> </ul>	<ul style="list-style-type: none"> <li>Stretching within balances using pointed toes to finish off.</li> <li>Match stretched shapes with a partner.</li> <li>Balancing with symmetry and asymmetry.</li> <li>Incorporate legs both together and apart in balances.</li> </ul>
			<p><b>One foot stand, back support, right and left splits.</b></p>		

<p>To take off and land with control. (Jumping)</p>	<ul style="list-style-type: none"> <li>Jumps off an object and lands appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Take off from 1 foot land to 2 foot jump (1:2)</li> <li>Begin to explore 1:2:1 combination.</li> <li>Jump, land, roll</li> </ul>	<ul style="list-style-type: none"> <li>Take off from 1 foot land to 2 foot jump (1:2)</li> <li>Begin to explore floor sequence combinations 1:2:1 or 2:1 :2. (Available in hall.)</li> <li>During 'flight' (jump) move body to form shapes including; thin, star, stretched.</li> <li>Tucked jump</li> </ul>	<ul style="list-style-type: none"> <li>Explore all combinations of jump to landings e.g 1:2 2:1 2: 2 etc (in hall)</li> <li>Perform turning jumps - quarter, half, three quarter, full turn.</li> <li>Turning in the air (and on floor).</li> </ul>	<ul style="list-style-type: none"> <li>Explore all combinations of jump to landings e.g 1:2 2:1 2: 2 etc (in hall)</li> <li>Use a jump to change the way that they are facing.</li> </ul>
<p>To be able to sequence steps together. (Floor work mostly but can include apparatus as well)</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Outdoor play provides opportunity for these skills to develop.</li> <li>Climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Put together curled and stretched balances.</li> <li>Join together high and low movements.</li> <li>Begin to explore using pointed toes when performing a simple sequence of movements.</li> </ul>	<ul style="list-style-type: none"> <li>Join together a jump and roll.</li> <li>Run-jump-roll-stretch balance sequence.</li> <li>Change from one balance to another in a smooth transition.</li> <li>Work with a partner to mirror a sequence or take different roles within the sequence.</li> <li>Complete a taught sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Twisting -twisting and coming back the same way.</li> <li>Incorporate changes in level and speed into a floor sequence.</li> <li>When linking movements together, consider using different parts of the body to lead into the next movement.</li> <li>Partner work 'Follow my leader' mirroring sequences in unison.</li> <li>Make up their own short sequences.</li> </ul>	<ul style="list-style-type: none"> <li>With a partner match and contrast movements into a sequence.</li> <li>Consider levels of movement when moving from one shape to another.</li> <li>Consider change of level using a sequence to develop the aesthetics of the performance. (high/low, wide narrow)</li> <li>Travelling in the same direction constantly changing the way they are facing.</li> <li>Join together a jump with change of face then travel in a new direction within a sequence.</li> </ul>
<p>To be able to evaluate their performance.</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>With support talk about their balances/movements and think about what they could add/change for next time.</li> <li>Can explain the importance of warming up and name basic muscles in arms and legs.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to talk about their balances/movements with others and edit their sequence accordingly.</li> <li>Can explain the importance of warming up and name muscles in arms, legs, and know the heart is a muscle.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their balances/movements with others and edit their sequence accordingly.</li> <li>Can explain the importance of warming up and name all muscles taught and impact of exercise on heart.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their balances/movements with others and edit their sequence accordingly.</li> <li>Can explain the importance of warming up and name all muscles taught and impact of exercise on heart.</li> </ul>
<p><b>Health and Safety</b> (refer to Safe Practice in PE handbook/ policy - Staff Room.</p>		<p><b>All children to:</b> Use appropriate vocabulary to describe what they are doing. Listen well to instructions before carrying out tasks especially when using apparatus (wall bars). Know that a mat indicates a place to land from a jump. <b>NO</b> mats under wall bars! Use and set out equipment in a co-operative and safe manner.</p>			

Key Steps Gymnastics Programme of movements (floorwork and vault) incorporated into Key Stage One teaching and learning. **Shaded in blue.**