



KEY

Development of Skills (balance, travel, positions, movement, transitions, levels, flight)

Application

Evaluation

Knowledge and Understanding of Fitness and Health

Cultural Capital

All children (Sport for All) will be given the opportunity of attending a wide variety of extra curricular clubs, intra and inter competitions (both in and out of school). To develop a lifelong love for Physical and Mental wellbeing.

Through sport we strive to achieve equality –Sport for All, regardless of race, gender, disability or level of activity. The children will be given the opportunity to hear first hand inspirational assemblies from a wide range of Team GB visiting athletes.

We as a school have a number of partnerships with a number of different sporting providers such as Barking and Dagenham Sports partnership, West Ham Football club, Redbridge Cycling club, Street Tag, Essex Cricket, BFFTA, AFPE, YST, Little Musketeers, Barking Abbey School of Dance, local Karate clubs as well as sport specialists: Primary PE, Total Sportz, Premier and Cousins.

Progression in the Curriculum:

PE—GYMNASTICS

Year Group	Key Vocabulary
KS3	<b>Counter balance</b> <b>Twists</b> <b>Slide</b> <b>Push / pull</b> <b>Box</b> <b>Hanging / swinging</b>
6	Bridge Round off Y balance Handstand Headstand? Simultaneous Synchronised Unison Cannon Components and composition
5	Bridge Round off Y balance Handstand Headstand? Components and composition
4	Vault Arabesque Commando roll Front support Back support Press up Side support Shoulder stand Roll to stand Pivot Cartwheel Arab spring Japana Half lever Splits Components and composition
3	Vault Arabesque Commando roll Front support Back support Press up Side support Shoulder stand Roll to stand Pivot Cartwheel Arab spring Japana Half lever Splits Components and composition
2	Tension Extension Tuck and roll Teddy Bear roll Log roll Forward roll * Straddle Pike Straight Tuck Dish Arch Broad Straight jump Straddle jump Tuck jump Moves and sequences
1	Take off Flight Landing Tension Extension Tuck and roll Teddy Bear roll Log roll Forward roll * Straddle Pike Straight Tuck Dish Arch Broad Straight jump Straddle jump Tuck jump Forwards Backwards Diagonally Moves and sequences
R	Forward Backward Diagonal Side-step Crawl/ hop/ skip Travel Land roll

PE Strand:  
**Emerging**

PE Strand:  
**Expected**

PE Strand:  
**Exceeding**

**Year 6**  
-Demonstrate in depth knowledge of the specific aspects of a good quality warm up and justify the effects of exercise on the body and the consequences of an inadequate warm up  
-To explain using key vocabulary how the body feels through various actions  
Explore contrasting shapes on the floor and apparatus with a partner  
-To perform a rehearsed range of linking actions and skills with consistency, fluency and clarity of movement  
-understand composition by performing more and link sequences with a variety of speed, level and direction, and clarity of shape  
-For gymnastics programme/sequencing, please refer to key steps  
-describe how to refine, improve and modify their own performance and that of their peers  
\*Key steps guidance in PE folder on system

**Year 6**  
-Take the lead in a warm up and demonstrate safe practise  
- Explore mirrored, simultaneous/unison and cannon style movements on the floor and apparatus with a partner  
-Develop, refine and execute controlled movements and positions taught so far incorporating various platforms (floor, mats, apparatus)  
-For gymnastics programme/sequencing, please refer to key steps  
-To offer constructive ideas when working with a partner involving ideas on balances, inversion and transfer of weight  
\*Key steps guidance in PE folder on system

**Year 6**  
-Work with a partner to perform a short sequence that includes mirrored, simultaneous and cannon style movements across various platforms (floor, mats, apparatus)  
-To act upon constructive criticism to develop and improve an existing routine to enhance quality and effectiveness of the performance

**Year 5**  
-Explain how to work safely and give examples of how this can be done  
- Develop, refine and execute controlled movements and positions taught so far  
-To perform a range of actions and abilities with consistency, fluency and clarity of movement  
-To combine actions and maintain the quality of performance when performing at the same time as a partner  
-For gymnastics programme/sequencing, please refer to key steps  
- Select and comment upon interesting aspects of other's performance  
-To provide constructive criticism: worded effectively using key gymnastics terminology  
\*Key steps guidance in PE folder on system

**Year 5**  
-Demonstrate in depth knowledge of the specific aspects of a good quality warm up and justify the effects of exercise on the body and the consequences of an inadequate warm up  
-To explain using key vocabulary how the body feels through various actions  
-Explore contrasting shapes on the floor and apparatus with a partner  
-To perform a rehearsed range of linking actions and skills with consistency, fluency and clarity of movement  
-understand composition by performing more and link sequences with a variety of speed, level and direction, and clarity of shape  
-For gymnastics programme/sequencing, please refer to key steps  
-describe how to refine, improve and modify their own performance and that of their peers  
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**Year 5**  
- Work with a partner to perform a short sequence that includes contrasting shapes across various platforms (floor, mats, apparatus)  
-acquire an informed knowledge of technique and use this to analyse fairly complex skills, to offer suggestions of how to improve the quality of within a performance

**Year 4**  
- Understand the importance of working safely  
- Recognise the effects exercise has on the body and give reasons why PE is good for our health  
- To improve alone and with a partner  
-To be able to copy, remember, explore and repeat progressive movements and positions (vault, arabesque, commando roll, front support and press up, turn through side support, shoulder stand, roll to stand, pivot/ cartwheel)  
-To link and vary ideas and movements in a sequence with control, co-ordination and precision  
-For gymnastics programme/sequencing, please refer to key steps  
- Note similarities and differences within their own and others work  
-Offer suggestions for improvements  
\*Key steps guidance in PE folder on system

**Year 4**  
-Explain how to work safely and give examples of how this can be done  
- Develop, refine and execute controlled movements and positions taught so far  
-To perform a range of actions and abilities with consistency, fluency and clarity of movement  
-To combine actions and maintain the quality of performance when performing at the same time as a partner  
-For gymnastics programme/sequencing, please refer to key steps  
- Select and comment upon interesting aspects of other's performance  
-To provide constructive criticism: worded effectively using key gymnastics terminology  
\*Key steps guidance in PE folder on system

**Year 4**  
use varied, precise and fluid movements with increasing skill and incorporate a range of techniques  
-To refine routines in combination with a partner/ as part of a group  
- change aspects of performances and refine certain actions to improve the sequence  
- explain and describe using technical vocabulary when exploring ways or improving a performance

**Year 3**  
- Suggest movements suitable for an effective warm up  
-Move to the beat of the music  
Begin to suggest moves to help choreograph a routine  
-Perform a sequence of dance moves independently  
-Demonstrate different speeds and directions within my work with support  
-To reflect upon their own routine and comment on ways to improve it  
-Give feedback on others performances with justification

**Year 3**  
- Understand the importance of working safely  
- Recognise the effects exercise has on the body and give reasons why PE is good for our health  
- To improve alone and with a partner  
-To be able to copy, remember, explore and repeat progressive movements and positions (vault, arabesque, commando roll, front support and press up, turn through side support, shoulder stand, roll to stand, pivot/ cartwheel)  
-To link and vary ideas and movements in a sequence with control, co-ordination and precision  
-For gymnastics programme/sequencing, please refer to key steps  
- Note similarities and differences within their own and others work  
-Offer suggestions for improvements  
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**Year 3**  
- improvise freely and creatively, independently or as part of a group  
- refine ideas and perform steps and sequences using a wide range of stimuli  
-To be able to teach a skill using gymnastics terminology and accurate demonstration

**Year 2**  
- Understand the importance of a warm up and cool down  
- Develop safe and effective spacial awareness  
- Explore a range of body positions (straddle, pike, straight, tuck, dish, arch) with control and coordination  
- Explore various ways to travel using different levels (on and off of equipment)  
- Hold basic body part balances for 3 seconds  
- Explore and apply basic movements (tuck and roll, teddy bear roll, log roll, forward roll)  
- Understand safe take off and landing skills exploring different jumps (straight, straddle, tuck)  
- Begin to form a sequence of 3 moves  
-Identify and discuss good parts of others work  
-Identify what was easy, difficult and justify why

**Year 2**  
- Suggest movement suitable for an effective warm up  
- Understand what is happening to the body  
- Explore basic movements, travel and balance positions with a partner  
- Develop, refine and execute controlled movements and positions taught so far  
- Perform a range of body positions and rolls, linking actions together within a sequence with a focus on varying levels (minimum of 5 components)  
- Perform a range of jumps on and off of equipment as part of a sequence  
-For gymnastics programme/sequencing, please refer to key steps  
-Identify similarities and differences between own and others work  
-Make changes to an existing routine and justifying the improvements made  
\*Key steps guidance in PE folder on system

**Year 2**  
-Confidently perform sequences with a partner using accurate technique and a degree of control and accuracy  
- Use technical vocabulary to discuss performances

**Year 1**  
- Understand the importance of a warm up and cool down  
- Develop safe and effective spacial awareness  
- Explore a range of body positions (straddle, pike, straight, tuck, dish, arch) with control and coordination  
- Explore various ways to travel using different levels (on and off of equipment)  
- Hold basic body part balances for 3 seconds  
- Explore and apply basic movements (tuck and roll, teddy bear roll, log roll, forward roll)  
- Understand safe take off and landing skills exploring different jumps (straight, straddle, tuck)  
- Begin to form a sequence of 3 moves (for example, incorporating a range of travel, balances take off, right, landing or rolls)  
-Identify and discuss good parts of others work  
-Identify what was easy, difficult and justify why  
\*Key steps guidance in PE folder on system

**Year 1**  
- Understand the importance of a warm up and cool down  
- Develop safe and effective spacial awareness  
- Handle, transport and set up apparatus safely in a controlled and supervised manner  
- Explore a range of body positions (straddle, pike, straight, tuck, dish, arch) with control and coordination  
- Explore various ways to travel using different levels (on and off of equipment)  
- Hold basic body part balances for 3 seconds  
- Explore and apply basic movements (tuck and roll, teddy bear roll, log roll, forward roll)  
- Understand safe take off and landing skills exploring different jumps (straight, straddle, tuck)  
- Begin to form a sequence of 3 moves (for example, incorporating a range of travel, balances take off, right, landing or rolls)  
-Identify and discuss good parts of others work  
-Identify what was easy, difficult and justify why  
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**Year 1**  
- Confidently model and demonstrate basic skills, positions and movements with a degree of control and accuracy  
-Confidently link a series of 4 actions and use them creatively  
- Make changes to an existing routine and justifying the improvements made

EYFS:

Development matters (Reception)

- Develop overall body-strength, balance, co-ordination and agility.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating -
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Combine different movements with ease and fluency.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Progress towards a more fluent style of moving, with developing control and grace.

Development matters (3/4)

- Make healthy choices about food, drink, activity and toothbrushing.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Are Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

EYFS:

ELG

Negotiate space and obstacles safely, with consideration for themselves and others;  
Demonstrate strength, balance and coordination when playing;  
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  
understanding the importance of healthy food choices.

Year Group	Wider Opportunities and Experiences
6	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
5	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
4	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
3	Opportunities for Key Step competitions Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter?
2	Key step competition Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter? After school club
1	Key step competition Sports for schools athlete visit Rush Green Talent show Promotion through celebration assembly / twitter? After school club
R	Continuous provision: Gymnastic mats, Yoga pose mats, Cosmic Yoga brain breaks, Rope ladder, rope climbing, trapeze, rock climbing,