

## KNOWLEDGE

### Competent learner:

Perform fundamentals of movement (ABC's) with control and confidence  
Practice a range of movements with control demonstrating balance & coordination  
Safely negotiate space both indoors and outdoors

### Active & healthy learner:

Recognise and describe how their body feels during and after activities  
Understand and explain the importance of good health, physical exercise and healthy food  
Understand and explain which activities are good for our health

### Reflective learner:

Describe, explain and comment on their own and others' actions and feelings  
Listen, respond to set tasks and sounds following expectations and rules  
Make judgements to improve their work

### Engaged learner:

Communicate, select, prepare and handle appropriate resources effectively  
Cooperate and work in small teams  
Dress and undress for PE promptly  
Listen to others and follow instruction

### Disciplined Learner:

Show a positive attitude towards activities and other pupils  
Work well with others by showing respect  
Stay on task throughout the lesson

## SKILLS

### Agility

Moving the body from one position to another (changing direction).  
Start/stop on command, maintaining balance

### Balance

Centre of gravity over the base of support.  
Linking & mirroring with another person.

### Co-ordination

Synchronising limbs when performing an action.

### Locomotion:

Pathways – forwards, backwards, sideways, and diagonally.  
Turn – change direction

Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck).

### Rotation:

Spin – turn on the spot using different levels (pivot and seated)  
Roll – use log roll, egg roll and teddy bear roll  
Jump – straight and star with safe landing

### Sequencing:

Connecting Movements– thinking about level and direction

### Apparatus:

Small – using objects when moving and balancing  
Large – jump off low platforms

### Working together:

Unison – Everyone in the group moving in the same way at the same time.  
Mirroring & Matching – Making shapes as if in a mirror

## EXPERIENCES

Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Exploring humanities subjects terms and vocabulary within the dance routines.

# Year 1 | Gymnastics

KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Respond to simple stimuli	Brainstorm ideas for movements and language.
Control	Stay within an area whilst moving, managing all body parts in isolation.
Balance	Clear intent of direction when travelling, managing their weight.
Co-ordination	Can use arms and legs simultaneously.
Range of movements	Use a variety of level, direction including jumps and rolls
Changes to the body	Able to identify heart beating faster and sweating
Able to discuss the more exercise they do, the hotter they get and the need for more air	Can talk about the different types of foods
Activity types	Can suggest movements that increase heart rate
Actions and feelings	Know and show the importance of sharing with others
Rules and expectations	Can follow rules given with little or no prompt
Make judgements to improve	Can say what they do well, with some prompting
Handling equipment	Can collect and carry sensibly alone, when prompted and used for its intended purpose
Co-operate	Can work well with others, taking turns and sharing without prompt
Preparing for PE	Can dress promptly without help
Listen to others	Allow others to speak and listen
Positive attitude	Respond to instructions and do not disrupt others
Respect	Share and include others equally
Stay on task	Remain on task throughout the lesson with little or no intervention from AP
Additional key vocabulary	Definition
Mirror	Shapes reflected as if in a mirror
Match	Shapes created that are exactly the same
Unison	All children do the same move at the same time
Link	Balances created where the children are touching each other e.g. toes, hands etc
Sequence	Multiple shapes, balances and forms of travel linked together