

PE - Gymnastics Curriculum Overview

Year group	Head	Heart	Hands
EYFS Skills	Head <ul style="list-style-type: none"> follow instructions involving several ideas or actions copy sequences and repeat them 	Heart <ul style="list-style-type: none"> confident to try new activities play co-operatively, taking turns with others 	Hands <ul style="list-style-type: none"> show good control and co-ordination in large and small movements move confidently in a range of ways, safely negotiating space move and stop safely make body tense, relaxed, curled and stretched roll in different ways travel in different ways balance in different ways stretch in different ways curl in different ways
Year 1 Skills	Head <ul style="list-style-type: none"> plan and show a sequence of movements 	Heart <ul style="list-style-type: none"> listen carefully to teacher and peers can take turns always try to join in with activities 	Hands <ul style="list-style-type: none"> make body tense, relaxed, curled and stretched control body when travelling control body when balancing can climb safely
Year 2 Skills	Head <ul style="list-style-type: none"> make a sequence by linking sections together think of more than one way to create a sequence which follows a set of 'rules'. 	Heart <ul style="list-style-type: none"> try to help other children make others feel successful work on own and with a partner to create a sequence 	Hands <ul style="list-style-type: none"> use contrast in sequences movements are controlled
Year 3 Skills	Head <ul style="list-style-type: none"> use a greater number of own ideas for movement in response to a task explain how strength and suppleness affect performances compare and contrast gymnastic sequences, commenting on similarities and differences 	Heart <ul style="list-style-type: none"> share and create phrases with a partner and in small groups 	Hands <ul style="list-style-type: none"> improvise freely, translating ideas from a stimulus into movement
Year 4 Skills	Head <ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and partner's ability work with a partner to create, repeat and improve a sequence with at least three phases 	Heart <ul style="list-style-type: none"> demonstrate how to adapt an activity to suit all abilities demonstrate how to be a good role model willing to take responsibility for own actions take the lead when working with a partner or group set own goals to improve self in PE 	Hands <ul style="list-style-type: none"> work in a controlled way
Year 5 Skills	Head <ul style="list-style-type: none"> follow a set of 'rules' to produce a sequence 	Heart <ul style="list-style-type: none"> listen to others ideas and follow their instructions lead others in a simple activity adapt activities to help others 	Hands <ul style="list-style-type: none"> work on movements and refine them movements are controlled include change of speed, change of direction and a range of shapes combine action, balance and shape
Year 6 Skills	Head <ul style="list-style-type: none"> follow a set of 'rules' to produce a sequence link sequences to specific timings follow specific compositional rules 	Heart <ul style="list-style-type: none"> lead by example can be a leader and always help peers with helpful comment make a team plan and communicate it to others combine my work with that of others 	Hands <ul style="list-style-type: none"> perform consistently to different audiences movements are accurate, clear and consistent movements are controlled, including when taking off and landing in a jump use skills in different situations