





National Curriculum Statements of Attainment	
Pupils should:	
	Learn to use a broader range of skills in isolation and combination
	Enjoy competing against each other
	Develop an understanding of how to improve and learn to evaluate and recognise their own success
	Develop strength, technique and control

7-11 years	Lower KS2	Upper Key Stage 2
Running	<ul style="list-style-type: none"> ▪ Run smoothly at different speeds ▪ Choose different styles of running of different distances ▪ Pace and sustain their effort over longer distances ▪ Watch and describe specific aspects of running eg what arms and legs are doing ▪ Recognise and record how the body works in different types of challenges over different distances ▪ Carry out stretching and warm-up safely ▪ With guidance, set realistic targets of times to achieve over a sort and longer distance 	<ul style="list-style-type: none"> ▪ Sustain pace over longer distance – 2 mins ▪ Relay change-overs ▪ Set realistic targets for self, of times to achieve over a short and longer distance ▪ Identify the main strength of a performance of self and others ▪ Identify parts of the performance that need to be improved ▪ perform a range of warm-up exercises specific to running for short and longer distances ▪ Explain how warming up affects performance ▪ Explain why athletics can help stamina and strength
Jumping	<ul style="list-style-type: none"> ▪ Perform combinations of jumps eg hop, step, jump showing control and consistency ▪ Choose different styles of jumping ▪ Watch and describe specific aspects of jumping eg what arms and legs are doing ▪ With guidance, set realistic targets when jumping for distance or height 	<ul style="list-style-type: none"> ▪ Demonstrate a range of jumps showing power and control and consistency at both take-off and landing ▪ Set realistic targets for self, when jumping for distance or height
Throwing	<ul style="list-style-type: none"> ▪ Explore different styles of throwing eg pulling, pushing and slinging (to prepare for javelin, shot and discus) ▪ Throw with greater control ▪ Consistently hit a target with a range of implements ▪ Watch and describe specific aspects of throwing eg what arms and legs are doing ▪ With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others 	<ul style="list-style-type: none"> ▪ Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus ▪ Organise small groups to SAFELY take turns when throwing and retrieving implements ▪ Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others

Below age related expectation		At age related expectation		Above age related expectation	

National Curriculum Statements of Attainment	
Pupils should:	
✚	Perform dances using a range of movement patterns
✚	Enjoy communicating and collaborating with each other
✚	Develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones.

7-11 years	Lower KS2	Upper Key Stage 2
Compose	<ul style="list-style-type: none"> ▪ Compose to a variety of stimuli ▪ Explore and experiment with movement ideas and possibilities ▪ Create dance phrases and dances ▪ Select appropriate movement material showing an idea/thought/feeling ▪ Develop movement using: <ul style="list-style-type: none"> Actions (WHAT) travel, turn, gesture, jump and stillness Space (WHERE) formation, direction and levels Relationships (WHO) whole group/duo/solo, unison/canon Dynamics (HOW) explore speed, energy (eg heavy/light) Choreographic devices motif, motif development and repetition ▪ Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end ▪ Musicality 	<ul style="list-style-type: none"> ▪ Compose to a variety of stimuli ▪ Explore and experiment with movement ideas and possibilities ▪ Create longer and challenging dance phrases and dances ▪ Select appropriate movement material showing ideas/thoughts/feelings ▪ Develop movement using: <ul style="list-style-type: none"> Actions (WHAT) travel, turn, gesture, jump and stillness Space (WHERE) formation, direction and levels and pathways Relationships (WHO) whole group/duo/solo, unison/canon/contrast Dynamics (HOW) explore speed, energy (eg heavy/light, flowing/sudden) Choreographic devices motif, motif development and repetition (performing motifs in reverse) ▪ Musicality
Perform	<ul style="list-style-type: none"> ▪ Perform their dance to an audience showing confidence ▪ Show co-ordination, control and strength (Technical Skills) ▪ Show focus, projection and musicality (Expressive Skills) ▪ Demonstrate different dance actions – travel, turn, gesture, jump and stillness ▪ Demonstrate dynamic qualities – speed, energy and continuity ▪ Demonstrate use of space –levels directions, pathways and body shape ▪ Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting ▪ Copy, repeat and remember movement, developing movement memory 	<ul style="list-style-type: none"> ▪ Perform their dance to an audience showing confidence and clarity of actions ▪ Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) ▪ Show focus, projection, sense of style and musicality (Expressive Skills) ▪ Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness ▪ Demonstrate dynamic qualities – speed, energy and continuity and rhythm ▪ Demonstrate use of space –levels directions, pathways and body shape and size ▪ Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part ▪ Copy, repeat and remember movement, developing movement memory
Appreciate	<ul style="list-style-type: none"> ▪ Show an awareness of different dance styles and traditions ▪ Understand why safety is important ▪ Compare and comment on their own and others work ▪ Identify strengths and areas for improvement using simple dance vocabulary ▪ Evaluate experiences and outcomes and set goals for their own development ▪ Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content 	<ul style="list-style-type: none"> ▪ Show an awareness of different dance styles and traditions and aspects of their historical/social context ▪ Understand why safety is important ▪ Compare and comment on their own and others work ▪ Identify strengths and areas for improvement using simple dance vocabulary ▪ Evaluate experiences and outcomes and set goals for their own development ▪ Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content ▪ Take on board feedback and deal positively with praise and criticism

*Children in Y1 able to perform all Key Stage 1 tasks deemed to be above age related expectation. Use Key Stage 2 indicators in Y2.

Below age related expectation		At age related expectation		Above age related expectation	

National Curriculum Statements of Attainment	
Pupils should:	
<ul style="list-style-type: none"> ✚ learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch ✚ enjoy communicating, collaborating and competing against each other ✚ play competitive games, modified where appropriate ✚ develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best ✚ learn how to evaluate and recognise their own success 	

7-11years	Lower KS2	Upper KS 2
Physical skills	<ul style="list-style-type: none"> • Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot • Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate • Use space well by finding and moving into a free space/passing to team mates when they are in a good space • Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB's mini versions as described in Upper Key Stage 2 <p>Have the confidence to try out new skills and recognise which skills they need to practise</p>	<ul style="list-style-type: none"> • Pass, control, dribble and shoot with accuracy and fluency while on the move • Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB's mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Kwik Cricket, Mini Tennis, Rounders • Demonstrate the confidence and competence to successfully take part in the range of games as described above <p>Demonstrate the perseverance to improve</p>
Thinking skills	<ul style="list-style-type: none"> • with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack • understand own and others' strengths and weaknesses and have the confidence to practise to improve • understand how to take responsibility for their own and others' safety when playing games <p>adapt and make up rules to suit the equipment/space/targets used</p>	<ul style="list-style-type: none"> • understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team • make decisions quickly in a game • change tactics/roles as necessary for the success of the whole team • understand the transference of skills from one type of game to another and apply appropriately <p>reflect on own and others' performance to help improve personal and team skills and performance</p>
Team skills	<ul style="list-style-type: none"> • keep possession of the ball • select different positions in the team based on strengths of players • agree on their own rules to suit the equipment • keep to the rules so that they and others enjoy and are challenged • encourage team mates to do well <p>accept winning and losing as part of games</p>	<ul style="list-style-type: none"> • understand and keep to the rules of the games described above to enable the game to flow and keep players safe • select different positions in the team based on strengths of players • challenge and encourage each other to perform to the best of their ability <p>control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games</p>

*Children in Y1 able to perform all Key Stage 1 tasks deemed to be above age related expectation. Use Key Stage 2 indicators in Y2.

Below age related expectation	At age related expectation	Above age related expectation

Esh Church of England Primary School GYMNASTICS in LOWER KEY STAGE 2 and in UPPER KEY STAGE 2 – development of skills Class 4 (Y6) 2020 - 2021

National Curriculum Statements of Attainment

Pupils should:





- ✚ learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement
- ✚ develop flexibility, strength, technique and control and balance
- ✚ enjoy communicating and collaborating with each other
- ✚ develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones

7-11 years	Lower Key Stage 2	Upper Key Stage 2
Sequencing	<p>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</p> <p>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an “L” shaped pathway.</p>	<p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p>
Balance	<ul style="list-style-type: none"> • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes). • Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. <p>Balance on floor and apparatus exploring which body parts are the safest to use. Explore balancing with a partner: facing, beside, behind and on different levels. Move in and out of balance fluently.</p>	<ul style="list-style-type: none"> • Perform balances with control, showing good body tension. <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place.</p> <ul style="list-style-type: none"> • Explore symmetrical and asymmetrical balances on own and with a partner. • Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from). <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control. Begin to take more weight on hands when progressing bunny hop into hand stand</p>
Travel	<ul style="list-style-type: none"> • Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. <p>Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner; move away from and together on the floor and on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p>	<ul style="list-style-type: none"> • Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight. <p>Increase the variety of pathways, levels and speeds at which you travel. Travel in time with a partner, move away from and back to a partner.</p>
Jump	<ul style="list-style-type: none"> • When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. 	<ul style="list-style-type: none"> • Make symmetrical and asymmetrical shapes in the air. <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p>

Roll	<p>Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p> <ul style="list-style-type: none"> Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p>	<ul style="list-style-type: none"> Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.
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*Children assessed using the British Gymnastic Proficiency Awards

Below age related expectation	At age related expectation	Above age related expectation

National Curriculum Statements of Attainment	
Pupils should:	
	engage in co-operative physical activities in a range of increasingly challenging situations
	enjoy communicating and collaborating with each other
	take part in outdoor and adventurous activity challenges both individually and within a team
	compare their performance with previous ones and demonstrate improvement to achieve their personal best

5-11 years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Orientation	<ul style="list-style-type: none"> Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail	<ul style="list-style-type: none"> Orientate simple maps and plans Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) Find their way back to a base point 	<ul style="list-style-type: none"> Draw their own maps and plans and set trails for others to follow Use the eight points of the compass to orientate themselves Plan before starting an orienteering challenge
Communication	<ul style="list-style-type: none"> Begin to work and behave safely when working co-operatively with others Work with friends to plan and share ideas Comment on how they went about tackling a task 	<ul style="list-style-type: none"> Co-operate to share roles within a group Listen to each other's ideas when planning a task Change your ideas if they are not working Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe 	<ul style="list-style-type: none"> Together, plan and share roles within the group based on each other's strengths Work increasingly well in groups where roles and responsibilities are understood Change roles or ideas if they are not working Recognise own and others' feelings Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe
Problem Solving	<ul style="list-style-type: none"> Discuss how to follow trails and solve problems Work with friends to select appropriate equipment for the task	<ul style="list-style-type: none"> Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working	<ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies Recognise what went well and why, what you would do differently next time

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