

MOVING

EDSTART

EYFS - Gymnastics

Unit of Work

Pupils will be taught...

Overall Learning Outcomes

Children can:

- **Dress with help** (E.g. puts arms into open-fronted coat or shirt when help up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom)
- **Confidently travel on their feet in different ways and recognise directions**
- **Change the way they are travelling in a controlled manner**
- **Demonstrate different ways of travelling using small and large body parts**
- **Balance upon small body parts and be able to show a variety of different shapes**
- **Demonstrate wide, thin, tall, and curled body shapes when travelling**
- **Hop, bounce, and skip in different directions** (i.e. forwards, backwards and sideways)
- **Stand momentarily on one foot when shown**
- **Observe the effects of activity on their bodies**
- **Dodge, avoid and find space when running**
- **Jump/leap and land safely under control and combine different movements with ease and fluency**

Learning Objective

Learning Outcomes

1 To balance upon small parts and be able to vary the shape of the balances

Children can:

- Vary the types of balances they can perform
- Know which small parts of the body can take weights and show high and low balanced positions
- Use different small body parts in combination to create a variety of shapes

2 To balance upon large body parts and be able to vary the shape of the balances

Children can:

- Vary the types of balances they can perform
- Know which large parts of the body they can balance on and create different shapes
- Vary shapes of balances under control

3 To balance upon small and large body parts and can move between different balances under control

Children can:

- Know the difference between small and large body parts
- Perform a range of individual balances

4 To introduce a variety of sideways rolls using curled and stretched shapes

Children can:

- Roll safely and under control in a variety of different ways
- Show rolling sideways in curled and stretched shapes

5 To demonstrate wide, thin, tall, and curled body shapes when rolling

Children can:

- Show a variety of shapes whilst being under control
- Travel on small parts of the body and show different shapes
- Perform a range of rolls (Log & Egg)

6 To link together 2-3 movements including small and large balances and rolls in a variety of shapes

Children can:

- Start to link together different moves
- Show what they have remembered throughout the term and can show this through a short routine/sequence

Nursery

Assessment Mark

Requirements

Working Towards

- Retain key information
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking
- Walk, run, jump and climb – and start to use the stairs independently
- Match their developing physical skills to tasks and activities in the setting

On Target

- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Skip, hop, stand on one leg and hold a pose for a game like musical statues

Above Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Can listen to and follow commands
- Can utilise space, avoiding other pupils and equipment
- Combine different movements with ease and fluency
- Can identify changes in their own body as an effect of exercise

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.

Reception

Assessment Mark

Requirements

Working Towards

- Retain key information
- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm

On Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Can listen to and follow commands
- Can utilise space, avoiding other pupils and equipment
- Combine different movements with ease and fluency
- Can identify changes in their own body as an effect of exercise
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines

Above Target

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Can adapt changes in direction and speed in varied situations
- Utilises space in order to achieve success
- Uses more advanced methods of moving (Hopping, galloping, moving backwards, jumps from 1 leg to 2, jumps from 2 legs to 1)

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.