Broadmayne First School GYMNASTICS SEQUENCE OF LEARNING - Summer 1

Non-Negotiables

Reception	Year 1	Year 2	Year 3	Year 4
I can safely negotiate and find a space independently. I can experiment with different ways of travelling – run, hop, skip, jump, **tiptoe.** I can perform a log roll (pencil roll). I can describe what I have done. I can hold a balance/create a shape. I can copy a simple sequence – rolling and travelling. I can control my body when performing a sequence of movements. I can travel over and along balancing apparatus. I can play chasing games. I can travel around, over, along, under and through balancing and climbing. I can travel around, over, along, under and through	I can negotiate space. I can follow instructions. I can travel in a variety of ways. I can perform a controlled log roll (pencil roll) I can create a sequence of movements using two or more linked actions with support e.g. roll, travel, balance/jump I can describe what I and others have done, using appropriate vocabulary. I can change direction and speed while travelling in a variety of ways. I can perform a controlled side roll (egg roll) I can give feedback to others about my likes and dislikes I can travel in a variety of ways using apparatus I can perform using a range of actions and body parts with some coordination travelling, balances, jumps	I can travel in a variety of ways at different speeds, speeds – fast, medium, slow I can travel in a variety of ways at different directions forwards, backwards, sideways I can create a sequence of movements using a variety of linked actions and shapes - independently I can perform a shoulder roll (side roll to knee) I can talk about what is different between what I did and what someone else did I can travel in a variety of ways and different levels I can perform a tuck, straddle I can perform a teddy bear roll I can improve my own work my own work through watching and commenting on others work. I can create a sequence of movements using a variety of	**Health and wellbeing: Mindfulness and meditative balances** I can use relaxation techniques to overcome feelings of anxiousness and use these in movement sequences to show changes in emotion. I can use relaxation techniques effectively to help me feel calm and content in every-day life. I can hold and perform various meditative balances to help my mind and body to feel more relaxed. I can execute meditative balances correctly to help me feel more relaxed and I can work with my partner to help improve their breathing technique. I can use a beanbag to help me focus when I perform each meditative balance and start to sequence my balances together, combining relaxation techniques	Health and wellbeing: mindfulness, meditative balances and relaxation techniques I can interpret music to create movement that helps me to express myself. I can interpret the music to create movements with a partner that express emotions and how we are feeling. I can explore how to manage positive and negative emotions using mime. I can use meditative balances effectively to improve my posture, body awareness, focus and concentration, and can use mindfulness techniques to help manage negative emotions. I can combine mime with meditative balances to help me deal with negative emotions, and I can use positive feelings to try and combat negative feelings.

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balancing and climbing apparatus. I can describe other people's movements. I can safely negotiate and find a space independently.	and rolls I can give feedback to others about my likes and dislikes	linked actions and shapes - with a partner I can create a sequence of movements using a variety of linked actions and shapes (independently and with a partner)	I can communicate non-verbally with my partner, using an imaginary prop to improve my focus and balancing skills.	I can use movement and expression to perform a range of actions that represent emotions that I may experience in life.