

# Intent, Implementation and Impact

## Move Statement of Intent

Move offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The Twinkl Move scheme of work ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2 for both indoor and outdoor PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these. In KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 when they are applied in specific sports. At Twinkl Move, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention of Twinkl Move to ensure that every child has access to at least 60 minutes of physical activity every day.



## Move Implementation

Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly; it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Interwoven into the teaching sequence are key assessment questions which are identified in green. These allow teachers to assess the different



## Move Impact

Each unit is mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding. Attainment and progress can be measured using our assessment spreadsheets. The high quality and consistent approach to PE teaching, that is a feature of the Twinkl Move PE lessons, should significantly improve attainment in knowledge and skills in PE.

The impact of using the full range of Move resources, including display materials, will increase the profile of sport, PE and physical activity across the school. With technical PE vocabulary displayed, spoken and used by all learners, the learning environment will be more consistent across both key stages. Whole school and parental engagement will be improved through the use of active assemblies and PE-specific home learning tasks.



# Gymnastics

## Progression Grid

### Early Years Outcomes

The main Early Years Outcomes covered in the Gymnastics units are:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. (PD: Reception)
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (PD: Reception)
- Combine different movements with ease and fluency. (PD: Reception)
- Negotiate space and obstacles safely, with consideration for themselves and others. (PD: ELG)
- Demonstrate strength, balance and coordination when playing. (PD: ELG)
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PD: ELG)

### KS1 National Curriculum Aims

The main KS1 national curriculum aims covered in the Gymnastics units are:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.


### KS2 National Curriculum Aims

The main KS2 national curriculum aims covered in the Gymnastics units are:


- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



### Health and Fitness



|  |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
|  | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise.<br>Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities.<br>Explain what they need to stay healthy. | Recognise and describe the effects of exercise on the body.<br>Know the importance of strength and flexibility for physical activity.<br>Explain why it is important to warm up and cool down. | Describe how the body reacts at different times and how this affects performance.<br>Explain why exercise is good for your health.<br>Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.<br>Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down.<br>Carry out warm-ups and cool-downs safely and effectively.<br>Understand why exercise is good for health, fitness and wellbeing.<br>Know ways they can become healthier. |
|--|---|---|--|--|--|--|--|





### Acquiring and Developing Skills in Gymnastics (General)

|  |  |  |  |  |   |  |  |
|--|--|--|--|--|---|--|--|
|  | <p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p> | <p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p> | <p>Copy, explore and remember actions and movements to create their own sequence.</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> | <p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p> | <p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p> | <p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p> | <p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout performances.</p> |
|--|--|--|--|--|---|--|--|

The Gymnastic skills taught throughout the units can be broken down into these specific areas; rolls, jumps, vault work, handstands, cartwheels and round-offs, travelling and shapes and balances.

This table maps out the progression of skills in each area to be taught in each year group. Please note - the age range is only a guide. All skills should be taught depending on the gymnastic ability of the children. Many of the skills are repeated across year groups to allow for children to progress at their own pace. For example, if a child has not mastered a forward roll from standing in year 3, the skill can be revisited in year 4, 5 and 6 if necessary.

|  | Reception  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
|--|--|---|--|--|---|--|---|
|    | <b>Rolls</b>   |   |  |  |   |  |   |
|  | Curled side roll (egg roll)<br>Log roll (pencil roll)<br>Teddy bear roll                           | Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled) | Log roll (controlled)<br>Curled side roll (egg roll) (controlled)<br>Teddy bear roll (controlled)<br>Rocking forward roll<br>Crouched forward roll | Crouched forward roll<br>Forward roll from standing<br>Tucked backward roll  | Forward roll from standing<br>Straddle forward roll<br>Tucked backward roll<br>Backward roll to straddle  | Forward roll from standing<br>Straddle forward roll<br>Pike forward roll<br>Tucked backward roll<br>Backward roll to straddle  | Forward roll from standing<br>Straddle forward roll<br>Pike forward roll<br>Dive forward roll<br>Tucked backward roll<br>Backward roll to straddle<br>Backward roll to standing pike<br>Pike backward roll                                  |
|    | <b>Jumps</b>   |   |  |  |   |  |   |
|  | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jump                                       | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jump<br>Cat spring                        | Straight jump<br>Tuck jump<br>Jumping jack<br>Half turn jump<br>Cat spring<br>Cat spring to straddle   | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Cat leap | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Straight jump half-turn<br>Straight jump full-turn<br>Cat leap<br>Cat leap half-turn | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Stag jump<br>Straight jump half-turn<br>Straight jump full-turn<br>Cat leap<br>Cat leap half-turn<br>Split leap | Straight jump<br>Tuck jump<br>Jumping jack<br>Star jump<br>Straddle jump<br>Pike jump<br>Stag jump<br>Straight jump half-turn<br>Straight jump full-turn<br>Cat leap<br>Cat leap half-turn<br>Cat leap full-turn<br>Split leap<br>Stag leap |
|  | <b>Vault – with springboard and vault or other suitable raised platform, e.g. gymnastics table</b> |   |  |  |   |  |   |
|  |  | Straight jump off springboard   | Hurdle step onto springboard<br>Straight jump off springboard<br>Tuck jump off springboard   | Hurdle step onto springboard<br>Squat on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off       | Hurdle step onto springboard<br>Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off                                   | Hurdle step onto springboard<br>Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off<br>Squat through vault                                       | Hurdle step onto springboard<br>Squat on vault<br>Straddle on vault<br>Star jump off<br>Tuck jump off<br>Straddle jump off<br>Pike jump off<br>Squat through vault<br>Straddle over vault   |

|  | Reception  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|--|--|--|---|---|--|---|--|
|    | <b>Handstands, Cartwheels and Round-offs</b>   |  |   |   |  |   |  |
|  | Bunny hop  | Bunny hop<br>Front support wheelbarrow with partner  | Bunny hop<br>Front support wheelbarrow with partner<br>T-lever<br>Scissor kick  | Handstand<br>Lunge into handstand<br>Cartwheel  | Lunge into handstand<br>Lunge into cartwheel   | Lunge into handstand<br>Lunge into cartwheel<br>Lunge into round-off  | Lunge into cartwheel<br>Lunge into round-off<br>Hurdle step<br>Hurdle step into cartwheel<br>Hurdle step into round-off  |
|    | <b>Travelling &amp; Linking Actions</b>  |  |   |   |  |   |  |
|  | Tiptoe, step, jump and hop   | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Gallop  | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Gallop<br>Straight jump half-turn  | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Chassis steps<br>Straight jump half turn<br>Cat leap   | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Chassis steps<br>Straight jump half turn<br>Straight jump full turn<br>Cat leap<br>Cat leap half turn<br>Pivot      | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Chassis steps<br>Straight jump half turn<br>Straight jump full turn<br>Cat leap<br>Cat leap half turn<br>Pivot                   | Tiptoe, step, jump and hop<br>Hopscotch<br>Skipping<br>Chassis steps<br>Straight jump half turn<br>Straight jump full turn<br>Cat leap<br>Cat leap half turn<br>Cat leap full turn<br>Pivot  |
|    | <b>Shapes and Balances</b>   |  |   |   |  |   |  |
|  | Standing balances  | Standing balances<br>Kneeling balances<br>Pike, tuck, star, straight, straddle shapes  | Standing balances<br>Kneeling balances<br>Large body part balances<br>Balances on apparatus<br>Balances with a partner<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support | Large and small body part balances, including standing and kneeling balances<br>Balances on apparatus<br>Matching and contrasting partner balances<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support | 1, 2, 3 and 4- point balances<br>Balances on apparatus<br>Balances with and against a partner<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support     | 1, 2, 3 and 4- point balances<br>Balances on apparatus<br>Part body weight partner balances<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support                    | 1, 2, 3 and 4- point balances<br>Balances on apparatus<br>Develop technique, control and complexity of part-weight partner balances<br>Group formations<br>Pike, tuck, star, straight, straddle shapes<br>Front and back support   |
|  | <b>Compete/Perform</b>   |  |   |   |  |   |  |
|  | Control my body when performing a sequence of movements.<br><br>Participate in simple games. | Perform using a range of actions and body parts with some coordination.<br><br>Begin to perform learnt skills with some control. | Perform sequences of their own composition with coordination.<br><br>Perform learnt skills with increasing control.   | Develop the quality of the actions in their performances.<br><br>Perform learnt skills and techniques with control and confidence.<br><br>Compete against self and others in a controlled manner.                           | Perform and create sequences with fluency and expression.<br><br>Perform and apply skills and techniques with control and accuracy.  | Perform own longer, more complex sequences in time to music.<br><br>Consistently perform and apply skills and techniques with accuracy and control.                                     | Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.<br><br>Perform and apply a variety of skills and techniques confidently, consistently and with precision.<br><br>Begin to record their peers' performances, and evaluate these. |
|  | <b>Evaluate</b>  |  |   |   |  |   |  |
|  | Talk about what they have done.<br><br>Talk about what others have done.                     | Watch and describe performances.<br><br>Begin to say how they could improve.   | Watch and describe performances, and use what they see to improve their own performance.<br><br>Talk about the differences between their work and that of others.                               | Watch, describe and evaluate the effectiveness of a performance.<br><br>Describe how their performance has improved over time.  | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.<br><br>Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others' performances.<br><br>Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.  |