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| GYMNASTICS | Knowledge | Skills | Vocabulary |
| Foundation stage |  Develop flexibility, strength, technique, control and balance:* Learn about what gymnasts are and how they move by exploring moving like gymnasts themselves, jumping in different ways, before creating sequences of jumps with a partner.
* stepping, leaping, jumping and bouncing over a range of small equipment
* climbing onto and jumping off of equipment
* use listening skills in a game whist moving
* add balances to their sequences, performing them with increasing control
* perform different rolls including: egg roll, pencil roll, teddy bear roll, and rolling on the back
* put moves together to create a sequence and perform this
 | Balance, jump, hop, step, leap, bounce, strength, control, performance, equipment, sequence, join, roll |
| Year 1 | -Know basic ways of travelling-Identify and demonstrate different shapes -Know and identify different rolls and how they can be used to travel-understand how to travel safely on a bench-name different directions and levels-know how to link movements to create a sequence | * Travel in different directions at different speeds and levels
* Link three moves together while travelling, aiming to change dierection, speed and levels
* Link isolated movements and shapes when travelling
* Explore rolling movements as a way of travelling
* Explore travelling to move along, over, around, onto and off a bench
* Travel with a focus on changing direction and level, using small equipment
* Use a variety of small equipment ti perform a travelling sequence using all the skills learnt
 | Travel, link, sequence, level, tension, posture, tuck, pike, straight, straddle, rolling: egg, log, forward, teddy bear rolls, along, over, onto and of, direction, level |
| Year 2 | - Learn to perform balances and movements, and combine them into a routine- Know how to safely use benches and mats to develop sequences.-how to balance on different levels and link gymnastic actions together | * Link balances with other travelling moves, moving smoothly into and out of the balances
* safely use benches and mats to develop sequences
* Work with a partner to create a sequence of gymnastic actions
* Use benches and mats to explore balances on different levels
* Safely move around the equipment, using knowledge from previous weeks
* Mirror and match a partner
* Share equipment
 | Balance, tension, points, patches, apparatus, travelling, shapes, rolls, sequence, control, perform |
| Year 3 | -know different ways of jumping and link to gymnastics moves-use previous knowledge to explore ways to vary jumps-know how to identify appropriate actions when creating a sequence-understand how we can use a stimulus to create sequences | * Be able to jump with a stable, safe landing
* Try different ways of jumping
* Explore a variety of jumps.
* Be able to land safely when jumping from a bench.
* Use other skills learned to vary jumps.
* Link jumps into sequences
* Use the skills learned to work as a group to create complex shapes at different levels
* Co-operate in a group.
* Use a different stimulus to create a sequence.
* Use all skills learned in previous lessons to develop a sequence
* Analyse own and others’ performance
 | Balance, tension, points, patches, apparatus, travelling, shapes, rolls, sequence, control, perform, landing shapes, jumps,  Teamwork, co-operation, analyse |
| Year 4 | -recall body shapes-understand the difference between symmetrical and asymmetrical body shapes-know how to compose a sequence that includes equipment-understand what a counterbalance is and how to incorporate it into a sequence-develop evaluations skills | * use and refine the following skills: flexibility, strength, balance, power and mental focus
* Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence
* Use linking moves to maintain the fluency of a sequence
* Adapt a sequence.
* Perform gymnastic moves using a piece of equipment
* Use own and others’ body weight to balance.
* Add interest to a sequence by varying movement or balance
* Make up longer sequences and perform them with fluency and clarity of movement
* Develop the skill of critique, including the ability to identify strengths and areas for improvement
 | Balance, tuck, straddle, pike, symmetrical, asymmetrical, posture, body, tension, balance, counterbalance, canon, unison, moves, techniques |
| Year 5 | -recall previously learn gymnastic moves including shapes and rolls, ad identify new ones (dish, arch, star)-recall symmetrical and asymmetrical body shapes and learn how to link them together-know how to set targets for others-understand the value of posture and body tension when performing - define and show examples of cannon and unison | * use and refine the following skills: flexibility, strength, balance, power and mental focus
* perform new gymnastic moves with control and accuracy
* Recap on linking moves and understand how they will be used in developing sequences
* Learn how to work co-operatively with a partner to produce a sequence
* Learn how to link moves together with fluency and good body tension
* Learn new counterbalance skills with a partner
* Include counterbalance skills in a short sequence.
* Understand the value of posture and body tension when performing
* Complete a sequence of balances and moves at the same time as a partner, in unison
* Complete a sequence of balances and moves before or after a partner, in canon
* Make up longer sequences and perform them with fluency and clarity of movement
* Develop the skill of critique, including the ability to identify strengths and areas for improvement
 | Star, dish, arch, symmetrical, asymmetrical, balance, shape, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging, Counterbalance, tension, pull, push, extend, unison, cannon, dynamic movement, evaluate |
| Year 6 | - identify techniques for new movements or shapes-recall movements and shapes learnt in previous years, creating sequences that meet a certain criterion-articulate good technique for rolls, including forward rolls-safely use other people’s body weight to balance-choreograph a sequence to music, with others, incorporating previously learnt movements and shapes from previous years  | * Use and refine the following skills: flexibility, strength, power, balance and mental focus
* To co-operate with others.
* Develop skills for movement, including rolling, bridging and dynamic movement
* Use own and others’ bodyweight to balance.
* Add interest to a sequence by varying the movements
* Complete a sequence of balances and moves in unison with a partner or group
* Complete a sequence of balances and moves in canon with a partner or group
* Make up longer sequences and perform them with fluency and clarity of movement
* Develop the skill of critique, including the ability to identify strengths and areas for improvement
 | Front and back support, symmetrical, asymmetrical, balance, shape, Sequence, level, direction, rotation, dynamic movement, rolling and bridging, counterbalance, forfeit, fluency, extend.tension, pull, push, extend. |