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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. |