

Curriculum Objectives

Early Learning Goal
Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Vocabulary

Rolls	Roll is a method of moving where a gymnast completes rotation of their body on the ground.	Perform	present (a form of entertainment) to an audience
Jumps	Jump is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Shapes and Balances	Balance is the even distribution of weight enabling someone or something to remain upright and steady.	Apparatus	The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.
PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

- To begin to say different ways of travelling.
 - To explore different ways of travelling.
- To begin to say different shapes and balances.
 - To explore different shapes and balances.
- To begin to say different ways of jumping.
 - To explore different ways of jumping.
- To begin to say different ways of rolling.
 - To explore different ways of rolling.
- To begin to say how to link previously learnt skills.
 - To explore linking previously learnt skills in a performance.
- To begin to say how to use apparatus safely.
 - To explore using apparatus safely.

Substantive Knowledge/Key Knowledge

- To know different methods of travelling.
- To know different shapes and balances.
- To know different ways of jumping.
- To know different of rolling.
- To know how to link previously learnt skills.
- Pupils will explore how to enter and exit apparatus safely.

Disciplinary Knowledge / Skills

- Applying the correct technique when travelling in a variety of ways.
- Perform a variety of shapes and balances using the correct technique.
- Perform a variety of jumps using the correct technique.
- Perform a variety of jumps using the correct technique.
- To link previously learnt skills in a performance. Explore how to control my body when performing a sequence of movements. Pupils explore performing a prescribed sequence.
- Pupils will explore how to keep themselves safe when using apparatus.

Themes

Rolls	curled side roll (egg roll) , log roll (pencil roll)
Jumps	Pencil jump, star jump
Shapes and balances	Pencil balance, star balance
Handstands, cartwheels and round-offs	N/A
Perform	Explore how to control my body when performing a sequence of movements. Pupils explore performing a prescribed sequence.
Travelling and Linking actions	Tiptoe, step, jump and hop
Evaluation	EYFS— pupils express what they have done.

Diversity in the Curriculum

Simone Biles

Simone Biles is a U.S. gymnast. She is the most successful U.S. female gymnast, with 32 medals from Olympic and world championship competitions. Her power and ability allowed her to perform skills that no other female gymnast had completed before. Biles holds many U.S. and world records and is considered one of the greatest gymnasts to ever compete.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities

Vocabulary

Rolls	Roll is a method of moving where a gymnast completes rotation of their body on the ground.	Perform	present (a form of entertainment) to an audience
Jumps	Jump is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Shapes and Balances	Balance is the even distribution of weight enabling someone or something to remain upright and steady.	Apparatus	The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
 Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.
 PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

- To know how to travel in different ways.
 - To begin to demonstrate how to travel in different ways.
- To know different shapes and balances.
 - To begin to demonstrate different shapes and balances.
- To know different ways of jumping.
 - To begin to demonstrate different ways of jumping.
- To know different ways of rolling.
 - To begin to demonstrate different ways of rolling.
- To know how to link previously taught skills.
 - To begin to demonstrate previously learnt skills in the performance.
- To know how to use the apparatus safely.
 - To begin to demonstrate how to use apparatus safely.

Substantive Knowledge/Key Knowledge

- To know different methods of travelling.
- To know different shapes and balances.
To explore points and patches.
- To know different ways of jumping.
- To know different of rolling.
- To know how to link previously learnt skills.
- Pupils will know how to enter and exit apparatus and move between it safely.

Disciplinary Knowledge / Skills

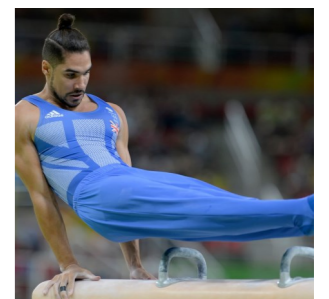
- Applying the correct technique when travelling in a variety of ways.
- Perform a variety of shapes and balances using the correct technique.
- Perform a variety of jumps using the correct technique.
- Perform a variety of jumps using the correct technique.
- To link previously learnt skills in a performance. To begin to demonstrate how to control my body when performing a sequence of movements. Pupils begin to perform a prescribed sequence.
- Pupils will know how to keep themselves safe when using apparatus.

Themes

Rolls	curled side roll (egg roll) , log roll (pencil roll) , teddy bear roll
Jumps	Pencil jump, star jump, half turn and full turn
Shapes and balances	Pencil balance, star balance, tuck, straddle shapes (to explore points and patches).
Handstands, cartwheels and round-offs	N/A
Perform	To begin to demonstrate how to control my body when performing a sequence of movements. Pupils begin to perform a prescribed sequence.
Travelling and Linking actions	Tiptoe, step, jump, hop, skipping and galloping.
Evaluation	To express what they have learnt and have done well.

Diversity in the Curriculum

Louis Smith has won medals at three consecutive Olympic Games, claiming pommel bronze in 2008 to become the first British male gymnast to win an Olympic medal since Walter Tysall at London 1908.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as know and begin to understanding balance, agility and co-ordination, and begin to apply these in a range of activities
-

Vocabulary

Rolls	Roll is a method of moving where a gymnast completes rotation of their body on the ground.	Perform	present (a form of entertainment) to an audience
Jumps	Jump is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.	Travelling and Linking	Linking means successfully adding two movements together so that they flow one after the other.
Shapes and Balances	Balance is the even distribution of weight enabling someone or something to remain upright and steady.	Apparatus	The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To know and begin to understand how to traveling in different ways.
2. To demonstrate how to travel in different ways.

1. To know and begin to understand different shapes and balances.
2. To demonstrate different shapes and balances.

1. To know and begin to understand how to jump in different ways.
2. To demonstrate how to jump in different ways.

1. To know and begin to understand how to roll in different ways.
2. To demonstrate how to perform different rolls.

1. To know and begin to understand how to link previously taught learning.
2. To demonstrate previously taught learning in a performance.

1. To know and begin to understand how travel between and get on and off apparatus safely.
2. To demonstrate how to travel between and get on and off and apparatus safely.

Substantive Knowledge/Key Knowledge

- To know different methods of travelling.
- To demonstrate different ways of travelling.

- To know different shapes and balances.
- To begin to demonstrate points and patches.

- To know different ways of jumping.
- To demonstrate different rolls.

- To know different way of rolling.
- To demonstrate different ways of rolling.

- To know how to link previously learnt skills.

- Pupils can begin to perform some of previous learning safely on the apparatus.

Disciplinary Knowledge / Skills

- Applying the correct technique when travelling in a variety of ways.

- Perform a variety of shapes and balances using the correct technique.

- Perform a variety of jumps using the correct technique.

- Perform a variety of rolls using the correct technique.

- To link previously learnt skills in a performance. To demonstrate how to control my body when performing a sequence of movements. Pupils perform a prescribed sequence effectively.

- Pupils will know how to keep themselves safe when using apparatus. To link previously learnt skills when using apparatus.

Themes

Rolls	curled side roll (egg roll) , log roll (pencil roll) , teddy bear roll, rocking for forward roll, crouched forward roll
Jumps	Pencil jump, star jump, half turn and full turn, straddle jump, tuck
Shapes and balances	Pencil balance, star balance, tuck, straddle shapes, pike (to begin to demonstrate points and patches)
Handstands, cartwheels and round-offs	N/A
Perform	To demonstrate how to control my body when performing a sequence of movements. Pupils perform a prescribed sequence effectively.
Travelling and Linking actions	Tiptoe, step, jump, hop, skipping and galloping, side stepping.
Evaluation	To express what they have learnt and have done well.

Diversity in the Curriculum

Revisit learning about Louise Smith and Simone Biles.

Consider watching video.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- 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.

Vocabulary

Levels	Levels refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus		
Tension	Stiffening of the muscles.	Extension	Extending of the muscles and limbs.
Mirroring	Mirroring is where pupils perform their movements creating a mirror image of each other	Control	Pupils can maintain good form through movements.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

- To know and understand how to how to traveling in different ways effectively.
- To demonstrate how to travel in different ways effectively.

- To know and understand how to perform different shapes and balances.
- To demonstrate different shapes and balances effectively.

- To know and understand how to jump in different ways effectively.
- To demonstrate how to jump in different ways effectively.

- To know and understand how to roll in different ways effectively.
- To demonstrate how to perform different rolls effectively.

- To know and understand how to link previously taught learning effectively.
- To demonstrate previously taught learning in a performance effectively.

- To know and understand how to link previously taught learning effectively.
- To demonstrate previously taught learning in a performance effectively.

Substantive Knowledge/Key Knowledge

To know different methods of travelling.
To be able to demonstrate different methods of travelling.

To know different shapes and balances.
To demonstrate points and patches.

To know different ways of jumping.
To demonstrate different jumps effectively.

To know different ways of rolling.
To demonstrate different ways of rolling effectively.

To know how to link previously learnt skills.
To begin to understand how to mirror movements.

To know how to link previously learnt skills.
To begin to understand how to mirror movements.

Disciplinary Knowledge / Skills

Applying the correct technique when travelling in a variety of ways.

To know the technique to perform each type of travelling.

Perform a variety of shapes and balances using the correct technique.

To know different point and patches.

Perform a variety of jumps using the correct technique. To know the technique to perform each type of jumping.

Perform a variety of rolls using the correct technique. To know the technique to perform each type of roll.

To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence Beginning to create a sequence prescribed elements.

To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence Beginning to create a sequence prescribed elements.

Themes

<i>Rolls</i>	curled side roll (egg roll) , log roll (pencil roll) , teddy bear roll, rocking for forward roll, crouched forward rolls. Standing forward roll, backward roll
<i>Jumps</i>	Pencil jump, star jump, half turn and full turn, straddle jump, tuck, pike jump
<i>Shapes and balances</i>	Pencil balance, star balance, tuck, straddle shapes, pike, v sit (demonstrate points and patches)
<i>Handstands, cartwheels and round-offs</i>	cartwheels
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. Beginning to create a sequence with prescribed elements.
<i>Travelling and Linking actions</i>	Tiptoe, step, jump, hop, skipping and galloping, side stepping, leap .
<i>Evaluation</i>	To say what they did well and how they could improve.

Diversity in the Curriculum

Dipa Karmakar

Dipa Karmakar (born 9 August 1993) is an Indian Gymnast from Tripura State. She is the first female gymnast from India to compete in the Olympics. At the 2016 Summer Olympics, in the vault event final, she finished in 4th place. At the Rio Olympics, she lost an Olympic medal by just 0.15 points; due to her historic achievement at Rio Olympic, she became a well known Gymnast as well as a face of gymnastics in India. In the final she performed a difficult Prodonova vault and completed against worlds' top Gymnasts such as Simone Biles of United States, Maria Paseka and Giulia Steingruber, who won Gold, Silver and Bronze medal respectively.



Karmakar first gained attention when she won a bronze medal at the 2014 Commonwealth Games in Glasgow, becoming the first Indian female gymnast to do so in the history of the Games. She also won a bronze medal at the Asian Gymnastics Championships and finished fifth at the 2015 World Artistic Gymnastics Championships, both firsts for her country.

Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- Pupils should be taught to 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.

Vocabulary

Levels	Levels refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus		
Tension	Stiffening of the muscles.	Extension	Extending of the muscles and limbs.
Mirroring	Mirroring is where pupils perform their movements creating a mirror image of each other	Control	Pupils can maintain good form through movements.

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.

Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.

PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To explain to a peer how to how to traveling in different ways effectively.
2. To refine and demonstrate how to travel in different ways effectively.

1. To explain to a peer how to perform different shapes and balances.
2. To refine and demonstrate different shapes and balances effectively.

1. To explain to a peer how to jump in different ways effectively.
2. To refine and demonstrate how to jump in different ways effectively.

1. To explain to a peer how to roll in different ways effectively.
2. To refine and demonstrate how to perform different rolls effectively.

1. To explain to a peer how to link previously taught learning effectively.
2. To refine and demonstrate previously taught learning in a performance effectively.

1. To explain to a peer how to link previously taught learning effectively.
2. To refine and demonstrate previously taught learning in a performance effectively.

Substantive Knowledge/Key Knowledge

- To know different methods of travelling.
- To be able to refine and demonstrate different methods of travelling.

- To know different shapes and balances.
- To refine and demonstrate points and patches.

- To know different ways of jumping.
- To refine and demonstrate different jumps effectively.

- To know different ways of rolling.
- To refine and demonstrate different ways of rolling effectively.

- To know how to link previously learnt skills.
- To understand how to mirror movements.

- To know how to link previously learnt skills.
- To understand how to mirror movements.

Disciplinary Knowledge / Skills

Applying the correct technique when travelling in a variety of ways.

To know the technique to perform each type of travelling.

Perform a variety of shapes and balances using the correct technique.

To know different point and patches.

Perform a variety of jumps using the correct technique. To know the technique to perform each type of jumping.

Perform a variety of rolls using the correct technique. To know the technique to perform each type of roll.

To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed elements.

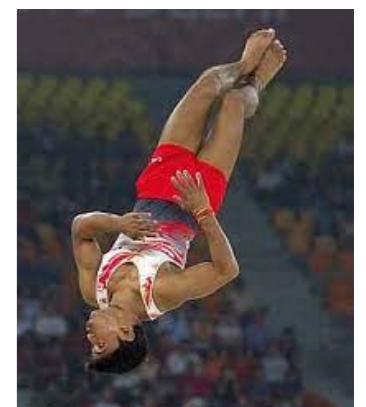
To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed elements.

Themes

<i>Rolls</i>	curled side roll (egg roll) , log roll (pencil roll) , teddy bear roll, rocking for forward roll, crouched forward rolls. Standing forward roll, backward roll, Straddle forward roll
<i>Jumps</i>	Pencil jump, star jump, half turn and full turn, straddle jump, tuck, pike jump
<i>Shapes and balances</i>	Pencil balance, star balance, tuck, straddle shapes, pike, v sit front and back support (demonstrate points and patches)
<i>Handstands, cartwheels and round-offs</i>	Cartwheels, handstands
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. To create a sequence with prescribed elements.
<i>Travelling and Linking actions</i>	Tiptoe, step, jump, hop, skipping and galloping, side stepping, leap, split leg leap
<i>Evaluation</i>	To say what they did well and how they could improve.

Diversity in the Curriculum

Ashish Kumar (born 1990) is an Indian gymnast from Allahabad, who won India's first-ever medals in gymnastics, in October 2010 at the 2010 Commonwealth Games and became the most successful Indian gymnast in Commonwealth Games history, by winning bronze and silver medals in different gymnastic events .



Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- Pupils should be taught to 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.

Vocabulary

Levels	Levels refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus	Counter-balance	To balance by pushing their weight onto a partner.
Tension	Stiffening of the muscles.	Extension	Extending of the muscles and limbs.
Mirroring	Mirroring is where pupils perform their movements creating a	Control	Pupils can maintain good form through movements.
Counter tension balance	To balance by pulling their away from a partner.		

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
 Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.
 PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To explain how to refine and combine skills to travel and begin to understand the components of an effective performance.

1. To explain how to refine and combine skills to perform different shapes and balances and begin to understand the components of an effective performance.

1. To explain how to refine and combine skills to perform jumps which transition into gymnastic movements and begin to understand the components of an effective performance.

1. To explain how to refine and combine skills to perform rolls which transition into gymnastic movements and begin to understand the components of an effective performance.

2. To combine and apply skills to perform rolls which transition into gymnastic movements and to analyse peers.

1. To explain how to refine and combine skills to perform gymnastic movements in pairs and begin to understand the components of an effective performance.

2. To combine and apply skills to perform gymnastic movements in pairs and to analyse peers.

1. To explain how to refine and combine skills to perform gymnastic movements in threes and begin to understand the components of an effective performance.

Substantive Knowledge/Key Knowledge

To know different methods of travelling.
 To be able to refine and demonstrate different methods of travelling.
 To travel using control, tension and extension.

To know different shapes and balances. To refine and demonstrate points and patches. Introduce partner or small group balances.

To know different ways of jumping. Introducing transitioning from jumps to other gymnastic movements. To refine and demonstrate different jumps effectively.

To know different ways of rolling. . Introducing transitioning from rolls to other gymnastic movements. To refine and demonstrate different ways of rolling effectively.

To know how to link previously learnt skills.

To understand how to mirror movements.

To know how to link previously learnt skills.

To understand how to mirror movements.

Disciplinary Knowledge / Skills

Applying the correct technique when travelling in a variety of ways. To know the technique to perform each type of travelling. To demonstrate control, tension and extension when combining different travelling movements.

Perform a variety of shapes and balances using the correct technique. To know different point and patches. Introduce partner or small group balances

Perform a variety of jumps using the correct technique. To know the technique to perform each type of jumping. Introducing transitioning from jumps to other gymnastic movements.

Perform a variety of rolls using the correct technique. To know the technique to perform each type of roll. Introducing transitioning from rolls to other gymnastic movements.

To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed topics in twos.

To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed topics in threes.

Themes

Rolls	curled side roll (egg roll) , log roll (pencil roll) , teddy bear roll, rocking for forward roll, crouched forward rolls. Standing forward roll, backward roll, Straddle forward roll - introducing transitioning from jumps to other gymnastic movements. introduce transitioning from rolls to a jumps
Jumps	Pencil jump, star jump, half turn and full turn, straddle jump, tuck, pike jump - introduce transitioning from jumps to a roll
Shapes and balances	Pencil balance, star balance, tuck, straddle shapes, pike, v sit front and back support (demonstrate points and patches), introduce partner or small group balances. Counter balances and coun-
Handstands, cartwheels and round-offs	Cartwheels, handstands
Perform	Perform learnt skills and techniques with control and confidence. To create a sequence with prescribed topics. To understand the components of an effective performance.
Travelling and Linking actions	Tiptoe, step, jump, hop, skipping and galloping, side stepping, leap, split leg leap - demonstrate control, tension and extension whilst combing different ways of travelling.
Evaluation	To be able to tell another child what they did well and how they could improve.

Diversity in the Curriculum

Nadia Elena Comăneci Conner[a] (born November 12, 1961) is a Romanian retired gymnast and a five-time Olympic gold medallist, all in individual events. In 1976, at the age of 14, Comăneci was the first gymnast to be awarded a perfect score of 10.0 at the Olympic Games.. At the same Games (1976 Summer Olympics in Montreal), she received six more perfect 10s for events en route to winning three gold medals. At the 1980 Summer Olympics in Moscow, Comăneci won two more gold medals and achieved two more perfect 10s. During her career, Comăneci won nine Olympic medals and four World Artistic Gymnastics Championship medals.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.

Curriculum Objectives

Pupils should be taught to:

- Pupils should be taught to 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.

Vocabulary

Levels	Levels refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus	Counterbalance	To balance by pushing their weight onto a partner.
Symmetry	Symmetrical means a balance where both sides of the body are the same.	Asymmetry	Asymmetrical means a balance where the sides of the body are not the same.
Mirroring	Mirroring is where pupils perform their movements creating a mirror image of each other	Control	Pupils can maintain good form through movements.
Counter-tension balance	To balance by pulling their away from a partner.		

Links Across the Curriculum

English—vocabulary. Specific words and phrases used.
 Science—functions of the body (respiratory system, cardiovascular system, function of the skeletal system, muscles). See progression map.
 PSHE—team work, social skills,, leadership, health and wellbeing.

Lessons Sequence

1. To explain the components of effective performance and how they apply to travelling fluently with timing and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance when travelling fluently with timing and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to perform shapes and balances and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance when performing shapes and balances and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to perform jumps which transition into rolls and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance which transition into rolls and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to perform rolls which transition into jumps and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance which transition into jumps and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to perform gymnastic movements in pairs and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance and how to perform gymnastic movements in pairs and to adapt their performance as a result of their own self-evaluation.
1. To explain the components of effective performance and how to perform gymnastic movements in threes and analyse the effectiveness of their own performance.
 2. To apply and combine components of effective performance and how to perform gymnastic movements in threes and to adapt their performance as a result of

Substantive Knowledge/Key Knowledge

- To know different methods of travelling.
- To be able to refine and demonstrate different methods of travelling.
- To travel using control, tension and extension fluently with timing.
- To know different shapes and balances. To refine and demonstrate points and patches. Demonstrate partner or small group balances.
- To know different ways of jumping. Introducing transitioning from jumps to other gymnastic movements. To refine and demonstrate different jumps effectively.
- To know different ways of rolling. Introducing transitioning from rolls to other gymnastic movements. To refine and demonstrate different ways of rolling effectively.
- To know how to link previously learnt skills.
- To understand how to mirror movements.
- To know how to link previously learnt skills.
- To understand how to mirror movements.

Disciplinary Knowledge / Skills

- Applying the correct technique when travelling in a variety of ways. To know the technique to perform each type of travelling. To demonstrate control, tension and extension when combining different travelling movements fluently.
- Perform a variety of shapes and balances using the correct technique. To know different point and patches. Introduce partner or small group balances
- Perform a variety of jumps using the correct technique. To know the technique to perform each type of jumping. Demonstrate transitioning from jumps to other gymnastic movements.
- Perform a variety of rolls using the correct technique. To know the technique to perform each type of roll. Demonstrate transitioning from rolls to other gymnastic movements.
- To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed topics in twos.
- To link previously learnt skills in a performance. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence To create a sequence prescribed topics in threes.

Themes

<i>Rolls</i>	curled side roll (egg roll) , log roll (pencil roll) , teddy bear roll, rocking for forward roll, crouched forward rolls. Standing forward roll, backward roll, Straddle forward roll - introducing transitioning from jumps to other gymnastic movements - demonstrating transitioning from rolls to a jumps
<i>Jumps</i>	Pencil jump, star jump, half turn and full turn, straddle jump, tuck, pike jump - demonstrate transitioning from jumps to a roll
<i>Shapes and balances</i>	Pencil balance, star balance, tuck, straddle shapes, pike, v sit front and back support (demonstrate points and patches), demonstrating partner or small group balances. Counter balances and counter tension balances.
<i>Handstands, cartwheels and round-offs</i>	Cartwheels, handstands
<i>Perform</i>	Perform learnt skills and techniques with control and confidence. To create a sequence with prescribed topics. To adapt their performance as a result of their own self-evaluation.
<i>Travelling and Linking actions</i>	Tiptoe, step, jump, hop, skipping and galloping, side stepping, leap, split leg leap - demonstrate control, tension and extension with fluency and timing whilst combing different ways of travelling.
<i>Evaluation</i>	To be able to tell another child what they did well and how they could improve.

Diversity in the Curriculum

Recap learning about the gymnasts from previous years.



Outcome

Pupils to combine movements into a sequence.

Character Traits

Respectful
Ambitious

Stickability

Experience
Repetition of previously taught skills

WOW

Experience, equipment and outdoors.