EYFS includes Nursery and Reception KS1 and KS2 operate two cycles: Cycle A and Cycle B.

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| **Knowledge**  **NC L. Obs** | **EYFS** | **Y1/2** | **Y3/4** | **Y5/6** |
| The main Early Years Outcomes covered in the Gymnastics units are:  \* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)  \* Experiments with different ways of moving. (PD M&H 40-60)  \* Jumps off an object and lands appropriately. (PD M&H 40-60)  \* Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60) | Pupils 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. | Pupils continue to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  They compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Pupils continue to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  They compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Year 1: Autumn 1 Autumn 2  \* Carry and place equipment safely  \* Copy and perform simple movements  \* Travel in different ways including rolling  \* Travel along small apparatus (benches)  \* Climb on and off small apparatus safely (Y1)  Year 1: Autumn 2 Spring 1  \* Carry and place equipment safely  \* Copy and perform simple movements to create a sequence  \* Travel in different ways including jumping  \* Begin to balance  Year 2: Autumn 2 Year 2: Autumn 2  \* Carry and place equipment safely  \* Copy / create a simple sequence  \* Travel in different ways including rolling  \* Balance on different body parts for a count of 5  \* Climb on and jump off small apparatus safely (Y2)  Year 2: Spring 2 Spring 1  \* Carry and place equipment safely  \* Work with a partner to create a sequence with different actions  \* Jump in different ways, with control and balance | Year 3: Autumn 1 Year 3: Autumn 2  \* Carry and place equipment safely  \* Balance in different points and patches  \* Travel in different ways including rolls  \* Create a sequence using a range of actions, balances and including different levels  \* Link actions together with fluency and control  Year 4: Spring 1 Year 4: Spring 1  \* Carry and place equipment safely  \* Travel in different ways including rolls, along and over equipment and with a partner  \* Jump in different ways from apparatus, including jumping with turns  \* Use equipment in different ways, entering and exiting at different points  \* Link actions together with fluency and control    Year 3 : Autumn 2 Year 4: Spring 1  \* Carry and place equipment safely  \* Create a sequence with a partner using a range of actions, balances and rolls  \* Travel in different ways  \* Link actions together with fluency and control | Year 5: Autumn 2 Year 5: Autumn 2  \* Carry and place equipment safely  \* Explain safety points linked to gymnastics  \* Select own ideas and create sequences of movements that are linked together smoothly and include a range of actions: rolls, balances, jumps and turns over around and across apparatus  \* Perform a range of rolls  \* Perform jumps, rolls, and balances with control and fluency  Year 5 Spring 1 Year 5: Spring 1  \* Carry and place equipment safely  \* Explain safety points linked to gymnastics  \* Work independently and with a partner to create a sequence including a range of balances including counter-balance and counter-tension  Year 6: Spring 1 Year 6: Spring 1  \* Carry and place equipment safely  \* Explain safety points linked to gymnastics  \* Work independently and as part of a group to create sequences including a range of balances including counter-balance and counter-tension  \* Select own ideas and create sequences of movements that are linked together smoothly  \* Perform a range of rolls and turns including cartwheel  \* Perform a range of balances including counter-balance and counter-tension  \* Make symmetrical and a-symmetrical shapes in the air  \* Jump along, over and off a range of apparatus with control  \* Include a range of levels and movement pathways  \* Perform jumps, rolls, and balances with control and fluency |
| **Learning outcomes** | \* Be able to create a short sequence of movements  \* Roll in different ways  \* Travel in different ways  \* Stretch in different ways  \* Begin to balance  \* Jump in a range of ways |
| **Skills**  **Rolls** | **Pencil Roll**  **Egg Roll**  **Dish Roll** | Pencil Roll  Dish Roll  Teddy Bear Roll  **Rock & Roll (end of forward roll)**  **Tipper Truck (Beg of forward roll)** | Pencil Roll  Dish Roll  Teddy Bear Roll  Rock & Roll (end of forward roll)  Tipper Truck (Beg of forward roll)  **Above along apparatus / with partner**  **Forward roll**  **Backwards Roll (Rock & Roll)** | Forward roll – **different starting & finishing positions**  **Backward roll**  **Explore symmetry & asymmetry in rolling** |
| **Jumps** | **Correct landing position: on balls on feet, soft knees**  **2 – 2 feet**  **1 – 2 feet**  **2 – 1 foot**  **1 to other foot**  **1 to same foot**  **Straight jump into air** | **Explore shape in air when jumping – star jump (without arms to begin with) tuck shape**  **Straight, star and tuck from bench** | Continue to develop straight, star and tuck from bench with control  Explore leaping forward in **stag jump – taking off from one foot and landing on other. On floor, develop to bench**  **Adding quarter turn to jump (floor first then from bench/apparatus)**  **Twisted shaped in air** | Make **symmetrical and asymmetrical shapes in the air.**  Jump **along, over and off apparatus of varying height with control in the air and on landing.** |
| **Travel** | **Explore walking** “like a gymnast: extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.  **Explore skipping** (step forward and hop on that foot, repeat with other foot).  **Explore side stepping**  **Explore sliding along a bench pulling body forward with both hands.**  **Explore crawling along a bench.** | **Begin to travel on hands and feet.** In all travelling actions place hands FLAT on floor and fully extend arms.  **Monkey walk -** take some weight on hands as you travel with bent legs and extended arms.  **Caterpillar walk –** hips raised so legs aswell as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position**.**  **Bunny hop on floor**  **Explore bunny hop along a bench.** | Bunny hop –Explore bunny hop along and over a bench.  **Use a variety of rolling actions** to travel on the floor and along apparatus.  Travel **with a partner**; move away from and together on the floor and on apparatus.  Travel at **different speeds** e.g. move slowly into a balance, travel quickly before jumping.  Travel in **different pathways on the floor and using apparatus,** explore different entry and exit points other than travelling in a straight line on apparatus. | Travel **sideways in a bunny hop and develop into cartwheeling action** keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot.  **Increase the variety of pathways, levels and speeds** at which you travel.  **Travel in time with a partner**, move away from and back to a partner. |
| **Balance** | **Stand “like a gymnast”:** extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.  **Sit like a gymnast in “long sit”:** long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees.  **Explore the 5 basic shapes: straight/tucked/star/straddle/pike.**  **Try balancing in these shapes on large body parts: back, front, side, bottom.**  **Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).** | Continue to develop balance by **showing good tension in the core and tension and extension in the arms and legs, hands and feet.to develop the balances Encourage the children to hold their balance for a count of 5.**  **Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).**  Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet **– front support (press up position) and back support (opposite).** NB: ensure hands are always FLAT on floor and fingers point the same way as toes) | Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).  **Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.**  Balance **on floor and apparatus** exploring which body parts are the safest to use.  Explore **balancing with a partner: facing, beside, behind and on different levels.**  **Move in and out of balance fluently**. | **Perform balances with control, showing good body tension.**  **Mirror and match partner’s balance** i.e. making same shape on a different level or in a different place.  Explore **symmetrical and asymmetrical balances on own and with a partner**.  **Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from).**  **Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.**  **Perform group balances at the beginning, middle or end of a sequence**. Consider how to move in and out of these balances with fluency and control.  Begin to take more weight on hands when progressing bunny hop into hand stand |
| **Sequence** | **Make a gymnastic story together using our gymnastic friends. Try out some of the actions first.** | **Make a simple sequence with a balance, a travelling action, a jump and a roll.**  **Teach 2 actions to a partner. Now perform your sequence together.** | Your sequence should **show clear changes of speed. Link 3 different balances with 3 different ways of travelling.**  **Work with a partner to create a sequence following a given set of instructions eg**. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an “L” shaped pathway. | Work **with a partner to create a sequence of up to 8 elements**: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should **include changes of direction and level and show mirroring and matching shapes and balances.**  **Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements**. Your sequence may include: e.g. a combination of **counter balance/counter tension,** twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate **different ways of working with a partner or within your group** e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing. |
| **Vocab** | **Pencil Roll**  **Egg Roll**  **Dish Roll**  **Walking**  **Crawling**  **Skipping**  **Side Stepping**  **Gymnast**  **Straight**  **Tucked**  **Star**  **Straddle**  **Pike.**  **Balance** | Pencil Roll **Back Support**  Dish Roll **Front Support**  Teddy Bear Roll  **Rock & Roll**  **Tipper Truck**  **Monkey Walk**  **Caterpillar walk**  **Bunny hop**  Gymnast  Star jump  Tucked  Straddle  Pike  **Tension**  **Sequence**  **Core**  Balance | Pencil Roll Front Support  Dish Roll Back Support  Teddy Bear Roll Sequence  Rock & Roll **Level**  Tipper Truck **Point**  **Forward roll Patch**  **Backwards Roll (Rock & Roll)**  Straight **Mirror**  Star **Match**  Tuck  **Stag Jump**  **Quarter turn**  **Half turn**  **Full turn**  **Twisted**  Tension  Core  Balance | Teddy Bear Roll Patch  Forward roll Mirror  Backwards Roll (Rock & Roll)  Straight Match  Star **Asymmetrical**  Tuck **Symmetrical**  Stag Jump C**artwheel**  Quarter turn C**ontrasting**  Half turn **Counter-balance**  Full turn **Counter-tension**  Twisted **Acrobatic**  Tension  Core  Balance  Front Support  Back Support  Sequence  Point |