

YEAR 4

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Gymnastics	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Particularly:</p> <p>Gross Motor Skills ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Travel in different ways</p> <p>Stretch in different ways</p> <p>Begin to balance with control</p> <p>Move around, under, over and through different objects and equipment</p> <p>Create a short sequence of movements</p> <p>Log roll</p> <p>Curled side roll (egg roll)</p> <p>Teddy bear roll</p> <p>Straight jump Tuck jump Jumping Jack Half turn jump</p>	<p>Move with increasing control and care</p> <p>Climb onto and jump off equipment safely</p> <p>Hold a shape still whilst balancing on different points of the body</p> <p>Link actions to make a sequence</p> <p>Copy, explore and remember actions to make their own sequence</p> <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Straight jump Tuck jump Jumping Jack Half turn jump Cat spring Cat spring to straddle</p>	<p>Link combinations of actions with increasing confidence, including changes of speed, direction and level</p> <p>Move with co-ordination control and care</p> <p>Begin to show flexibility in movement</p> <p>Compose movement sequences independently and with others</p> <p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p> <p>Straight jump Tuck jump Jumping Jack Star jump Straddle jump Pike jump Straight jump half turn Cat leap</p>	<p>Create a sequence of actions to fit a theme</p> <p>Move with clarity, fluency and expression</p> <p>Show changes of direction, speed and level during a performance</p> <p>Carry out balances, recognising the position of their centre gravity and how this affects the balance</p> <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Straight jump Tuck jump Jumping Jack Star jump Straddle jump Pike jump Straight jump half turn Straight jump full turn Cat leap half-turn</p>	<p>Select ideas to compose specific sequences of movements, shapes and balance</p> <p>Apply skills and techniques consistently</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</p> <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Straight jump Tuck jump Jumping Jack Star jump Straddle jump Pike jump Stag jump Straight jump half turn Straight jump full turn Cat leap half-turn Split leap</p>	<p>Create their own complex sequences</p> <p>Demonstrate precise and controlled placement of the body parts in their actions shapes and balances</p> <p>Apply skills and techniques consistently</p> <p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dice forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p> <p>Straight jump Tuck jump Jumping Jack Star jump Straddle jump Pike jump Stag jump Straight jump half turn Straight jump full turn Cat leap half-turn Cat leap full-turn Split leap Stag leap</p>

COMPOSITES

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

COMPONENTS

	1	2	3	4	5	6	End Point
	How can I create a bridge using movement and balance?	Can I re-create bridge balances using apparatus?	How can I move over and under bridges on apparatus?	Can I begin to develop a sequence?	Can I complete my sequence?	Can I perform my sequence?	Children will be able to perform a sequence that represents bridges.
CONCEPTS Link to concept map	CREATIVITY	CREATIVITY	CREATIVITY	CREATIVITY	CREATIVITY	PERFORMANCE	
SKILLS	Carry out balances, recognising the position of their centre of gravity and how this affects the balance	Carry out balances, recognising the position of their centre of gravity and how this affects the balance	Show changes of direction, speed and level during a performance	Create a sequence of actions to fit a theme	Create a sequence of actions to fit a theme	Move with clarity, fluency and expression	Children can perform a sequence of movements that reflect bridges using clarity, fluency and expression
KNOWLEDGE Gymnastics.pdf	Children to understand that a bridge is a structure that passes over a road, river or other obstacle	Children to perform using different heights and levels on the apparatus	Children to perform using different heights and levels on the apparatus	Children move from one action to another	Children move from one action to another without stopping	Children to perform their sequence of movements in front of their peers	Children to perform a sequence of movements that represent bridge. They will understand to how to use different levels and heights
LESSON LINK	Lesson 1.pdf	Lesson 2.pdf	Lesson 3.pdf	Lesson 4.pdf	Lesson 5.pdf	Lesson 6.pdf	
PROGRESSIVE VOCABULARY	bridge movement balance extension control interesting	bridge movement balance extension control interesting apparatus	bridge movement balance extension control interesting apparatus level	bridge movement balance extension control interesting apparatus level sequence	bridge movement balance extension control interesting apparatus level sequence	bridge movement balance extension control interesting apparatus level sequence perform	Articulate and recognise subject specific vocabulary

CURRICULUM EXPERIENCES		Use of apparatus	Use of apparatus	Use of apparatus	Use of apparatus	Use of apparatus	
END POINT	Children to create a bridge using their body and centre of balance	Children to create a bridge using their body and centre of balance using different apparatus	Children to create bridges using their bodies and move over and under apparatus	Children to create a series of bridge shapes using their bodies	Children to complete their sequence of bridge shapes without stopping in-between actions	Children to perform their sequence of movements to their peers	

