

YEAR 6

	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</p>

Split leap
Stag leap

COMPOSITES

develop flexibility, strength, technique, control and balance

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I explore the concept of matching?	Can I apply the concept of matching to apparatus?	Can I explore the concept of mirroring?	Can I apply the concept of mirroring to apparatus?	Can I use matching and mirroring to create a sequence of movements?	Can I perform my sequence of movements?	Children will perform a sequence of movements using matching and mirroring.
CONCEPTS Link to concept map	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	PERFORMANCE	
SKILLS	Demonstrate precise and controlled placement of the body parts in their actions shapes and balances	Apply skills and techniques consistently	Demonstrate precise and controlled placement of the body parts in their actions shapes and balances	Apply skills and techniques consistently	Create their own complex sequences	Create their own complex sequences	Children can create a complex sequence that includes precise and controlled placement and taught skills
KNOWLEDGE Knowledge Organiser	Children to understand that matching is where pupils perform exactly the same movements at the same time	Children understand that they can use the apparatus to create movements at different levels and heights	Children to understand that mirroring is where pupils perform their movements creating a mirror image of each other	Children understand that they can use the apparatus to create movements at different levels and heights	Children can use flow to move from one movement to another without stopping	Children can perform their sequence of movements in front of their peers	Children will understand and be able to explain what matching and mirroring is. They will understand how to create a successful sequence of movements
LESSON LINK	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	

PROGRESSIVE VOCABULARY	matching concept movement same	matching concept movement same apparatus	mirroring concept mirror image	mirroring concept mirror image apparatus	matching mirroring sequence movement	matching mirroring sequence movement perform	
CURRICULUM EXPERIENCES		Use of apparatus		Use of apparatus			
END POINT	Children will explore the concept of matching and create some matching movements	Children will apply the concept of matching using apparatus	Children will explore the concept of mirroring and create some matching movements	Children will apply the concept of mirroring using apparatus	Children will combine their skills of matching and mirroring to create a sequence of movements	Children will perform their sequence of movements in front of their peers	Children will create and perform a sequence of movements that include matching and mirroring

