



Autumn 2: Gymnastics								
Learning Journey	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>End point:</b> what will children <b>know</b>, be <b>able</b> to do and <b>understand</b> by the end of this cycle? Which source will they analyse to apply their learning?</p>	<p>Explore and experiment with fundamental movement skills begin to understand how to use their body.</p>	<p>Explore and develop fundamental movement skills: travelling, jumping. Balancing, rocking, rolling and learn gymnastic shapes.</p> <p>Perform basic travelling movements</p>	<p>Develop fundamental movement skills: travelling, jumping. Balancing, rocking, rolling and learn gymnastic shapes.</p> <p>Perform basic travelling movements</p>	<p>Develop fundamental movement skills and understand what the following are: Travelling, jumping. Balancing, rocking, rolling and learn gymnastic shapes.</p> <p>Begin to have a knowledge of what a sequence is.</p>	<p>Develop actions, skills, movements and beginning to sequence a routine using a range of techniques</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Begin to understand what criteria would be judged in a competition.</p>	<p>The child can complete a variety of jumps, turns, rolls and landings with correct technique.</p> <p>Can perform these techniques with accuracy and create sequences with fluency and expression</p> <p>Being to compete against self and others in a controlled manner</p>	<p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Begin to peer assess on techniques.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently and with precision. Begin to analyse their peers' performances, and evaluate these.</p>
<p>EYFS Framework National Curriculum</p>	<p>-Jumps up into the air with both feet leaving the floor and can jump forward a small distance -Begins to walk, run and climb on different levels and surfaces -Begins to understand and choose different ways of moving</p>	<p>• 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&amp;H 40-60) • Jumps off an object and lands appropriately. (PD M&amp;H 40-60) • Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&amp;H 40-60)</p>	<p>The main KS1 national curriculum aims covered in the Gymnastics units are: • 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</p>	<p>The main KS1 national curriculum aims covered in the Gymnastics units are: • 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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Core questions</p>			<p>What were the point balances we focused on today and last week? For example how many body parts are needed for a 3 point balance?</p> <p>What is the difference between point and mirror balance?</p> <p>What is a counter balance?</p> <p>What is a level balance?</p> <p>How long should you be able to hold a balance to show control? <b>5 seconds</b></p>	<p>Can you name and demonstrate all 4 balances we have covered?</p> <p>Can you name and demonstrate all rolls we have covered?</p> <p>What is the correct starting position for each roll?</p> <p>How long should you be able to hold a balance to show control? <b>5 seconds</b></p>	<p>Can you name all rolls and balances?</p> <p>How do we use apparatus safely and correctly?</p> <p>How long should you be able to hold a balance to show control? <b>5 seconds</b></p> <p>How do we land correctly when jumping from apparatus?</p>	<p>How would you score execution marks for balanced and rotations on apparatus?</p> <p>Can you name and demonstrate all rolls we have covered including terminology?</p> <p>How would you score execution marks for balanced and rotations on apparatus?</p>	<p>How would you score your performance using the judgement criteria sheet?</p> <p>Can you explain why you scored that mark? Then provide feedback.</p> <p>Can you name and demonstrate all rolls we have covered including terminology?</p>	<p>How would you score your performance using the judgement criteria sheet?</p> <p>Can you justify why you scored that mark? Then provide feedback.</p> <p>What makes a rotation more difficult?</p> <p>How do we sequence movements effectively?</p>



Key skills	Coordination of body parts -Balance	Coordination of body parts -Balance	Coordination of body parts -Balance	Coordination of body parts -Balance	Coordination of body parts -Balance	-Coordination of body parts -Balance -Peer assess -sequence movements	-Coordination of body parts -Balance -Peer assess -sequence movements	-Coordination of body parts -Balance -Peer assess -sequence movements
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