



Gymnastics

Intent

Our gymnastics curriculum is based around the Manchester Scheme of Work. Our intent for gymnastics is to ensure that all children develop discipline, balance, core strength and creativity through both floor work and using the apparatus safely. Children will learn and continuously revisit basic gymnastics movements from Y1 to Year 6, building on them each year. The children will develop both individual and collaborative routines and have the confidence and pride to share and perform these diligently and with precision. All gymnastics lessons will be inclusive and accessible to all, encouraging all children to be active and healthy throughout their lives.

Rationale

Children who leave our schools will enjoy physical activity and be willing to take part in gymnastics lessons, which involve a range of movement and apparatus. Children will understand that a growth mindset will help them to make improvements to their physical skills and that these improvements will develop over time. Children will enjoy making healthy choices both for their bodies and their minds. They will build on the three fundamental movements throughout their school life and aim to feel more confident in their movement. Gymnastics will be taught for one session weekly.

Gymnastics Curriculum

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Nursery	Knowledge	Skills taught in units	Vocabulary
	I know some sequences and patterns of movements which are related to music and rhythm	<p>I can develop ways that I move around the setting</p> <p>I can balance e.g. when walking on a low wall,</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>I can use large-muscle movements to wave flags and streamers</p>	<p>Balance</p> <p>Pedal</p> <p>Throw and catch</p> <p>Skip</p> <p>Hop</p> <p>Freeze</p>

Reception	Knowledge	Skills taught in units	Vocabulary
	<p>I know that regular physical activity is good for me</p> <p>I know how to safely use a range of large and small apparatus indoors and outside, alone and in a group</p>	<p>I can move in a variety of ways e.g.</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>I can combine different movements with ease and fluency</p> <p>I can develop my body-strength, balance, co-ordination and agility</p> <p>I can negotiate space and obstacles safely, with consideration for themselves and others</p> <p>I can move energetically when running, jumping, dancing, hopping, skipping and climbing</p>	<p>Apparatus</p> <p>Movement</p> <p>Safely</p>

Year 1	Subject: Gymnastics		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to use the four basic moves - travelling, rolling, weight on hands and jumping</p> <p>I know what separate body parts are doing whilst I perform basic actions e.g. arms, legs and back</p>	<p>I can perform basic gymnastic actions - travelling, rolling, weight on hands and jumping</p> <p>I can perform basic movements slowly</p> <p>I can link together two basic actions</p> <p>I can perform basic actions in two different ways</p> <p>I can work quietly and safely on the floor apparatus</p>	<p>Travelling</p> <p>Rolling</p> <p>Weight on hands</p> <p>Jumping</p> <p>Mat</p> <p>Movement</p> <p>Balance</p> <p>Points</p> <p>Demonstrate</p> <p>Observe</p> <p>Evaluate</p>

Year 2	Subject: Gymnastics		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to use the four basic moves - travelling, rolling, weight on hands and jumping</p> <p>I know what separate body parts are doing whilst I perform basic actions e.g. arms, legs and back</p>	<p>I can perform basic gymnastic actions - travelling, rolling, weight on hands and jumping</p> <p>I can perform basic movements slowly</p> <p>I can link together three basic actions</p> <p>I can perform basic actions in three different ways</p> <p>I can work quietly and safely on the floor apparatus</p>	<p>Travelling</p> <p>Rolling</p> <p>Weight on hands</p> <p>Jumping</p> <p>Mat</p> <p>Movement</p>

Year 3	Subject: Gymnastics		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to use the four basic moves - travelling, rolling, weight on hands and jumping</p> <p>I know what separate body parts are doing whilst I perform basic actions e.g. arms, legs and back</p> <p>I know how to link together a range of basic moves</p>	<p>I can work quietly and safely on the floor apparatus</p> <p>I can perform basic gymnastic actions - travelling, rolling, weight on hands and jumping</p> <p>I can link together pairs of actions with individuality and increased fluency</p> <p>I can perform some actions more slowly than others</p> <p>I can perform actions with contrasting body shapes ie. Wide and narrow</p> <p>I can use turning jumps (quarter and half turns) and link them together to other actions</p> <p>I can link pairs of actions with increased fluency</p> <p>I can plan and perform a sequence of 3-5 actions with smooth transitions and using one sequencing criteria</p>	<p>Travelling</p> <p>Rolling</p> <p>Weight on hands</p> <p>Jumping</p> <p>Mat</p> <p>Movement</p> <p>Wide</p> <p>Narrow</p> <p>Quarter jump</p> <p>Half jump</p> <p>Balance</p> <p>Points</p> <p>Demonstrate</p> <p>Observe</p> <p>Evaluate</p>

Year 4	Subject: Gymnastics		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to use the four basic moves - travelling, rolling, weight on hands and jumping</p> <p>I know how to link the four basic moves together and am starting to show individuality and increased fluency</p> <p>I know that moves can be done in different ways</p>	<p>I can work quietly and safely on the floor apparatus</p> <p>I can perform basic gymnastic actions - travelling, rolling, weight on hands and jumping</p> <p>I can select pairs of actions to link and improve control and fluency of performance</p> <p>I can link pairs of actions showing contrasting speed and repeat the actions accurately</p> <p>I can perform a range of stable balances demonstrating clarity of shape and linking to other actions</p> <p>I can perform stretched actions which are wide or narrow and contrast them with curled actions</p> <p>Perform a series of actions with a change of speed or shape or direction</p> <p>I can plan and perform a sequence of 4 - 6 actions including two of the sequencing criteria</p>	<p>Travelling</p> <p>Rolling</p> <p>Weight on hands</p> <p>Jumping</p> <p>Mat</p> <p>Movement</p> <p>Wide</p> <p>Narrow</p> <p>Quarter jump</p> <p>Half jump</p> <p>Balance</p> <p>Points</p> <p>Demonstrate</p> <p>Observe</p> <p>Evaluate</p>

Year 5	Subject: Gymnastics		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to use the four basic moves - travelling, rolling, weight on hands and jumping</p> <p>I know how to link the four basic moves together and am starting to show individuality and increased fluency</p> <p>I know that moves can be done in different ways</p> <p>I know how to link moves and actions together in to a fluid sequence</p> <p>I know that changing direction and using a range of pathways can enhance my sequence</p>	<p>I can work quietly and safely on the floor apparatus</p> <p>I can select and link three actions and improve control and fluency of performance eg rolling, weight on hands, jumping, balancing</p> <p>I can link three consecutive actions showing contrasting speed and repeat the actions accurately</p> <p>I can use different basic actions to move in and out of a range of stable balances with contrasting shapes</p> <p>I can perform actions which are symmetrical and contrast them with actions which are asymmetrical</p> <p>I can perform a series of actions (including a balance) demonstrating both linear and zig-zag pathways</p> <p>I can plan and perform a sequence of 4-7 actions including two or three of the sequencing criteria</p>	<p>Travelling</p> <p>Rolling</p> <p>Weight on hands</p> <p>Actions</p> <p>Symmetrical</p> <p>Asymmetrical</p> <p>Linear</p> <p>Zig-Zag</p> <p>Sequence</p> <p>Stable</p> <p>Contrast</p> <p>Balance</p> <p>Points</p> <p>Demonstrate</p> <p>Observe</p> <p>Evaluate</p>

Year 6	Subject: Gymnastics		
	Knowledge	Skills taught in units	Vocabulary
	<p>I know how to confidently use and link together the four basic moves - travelling, rolling, weight on hands and jumping</p> <p>I know how to alter the four basic moves to show my own individuality and flair</p> <p>I know how to link moves and actions together in to a fluid sequence of 4 - 8 actions</p> <p>I know that changing direction and using a range of pathways can enhance my sequence</p> <p>I know that actions can be performed at an accelerated or decelerated pace</p>	<p>I can work quietly and safely on the floor and apparatus</p> <p>I can select and link at least four actions demonstrating control and fluency of performance eg rolling, weight on hands, jumping, balancing</p> <p>I can select and link at least 4 actions showing changes of speed and/or acceleration and deceleration</p> <p>I can move in and out of a range of stable balances with differing points of contact</p> <p>I can perform a sequence demonstrating an understanding of contrasting body shape</p> <p>I can perform a sequence which demonstrates changes between linear and zig-zag pathways</p> <p>I can plan and perform a sequence of 4 - 8 actions including two or three of the sequencing criteria</p>	<p>Travelling</p> <p>Rolling</p> <p>Weight on hands</p> <p>Actions</p> <p>Symmetrical</p> <p>Asymmetrical</p> <p>Linear</p> <p>Zig-Zag</p> <p>Sequence</p> <p>Stable</p> <p>Contrast</p> <p>Acceleration</p> <p>Deceleration</p> <p>Balance</p> <p>Points</p> <p>Demonstrate</p> <p>Observe</p> <p>Evaluate</p>