

Year Group	Overview	Sequence of learning (small steps)	Whole Child Objectives (SET)	End of Unit Outcomes	Vocabulary
Foundation Stage 1	In this unit children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	<ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences by linking actions together. 	<ul style="list-style-type: none"> Physical: shapes, balances, jumps, rocking, rolling, travel Social: work safely, collaboration, share and take turns Emotional: determination, confidence Thinking: comprehension, creativity, select and apply 	<ul style="list-style-type: none"> I am beginning to negotiate space safely. I am beginning to take turns. I am building my confidence to try new challenges. I can explore movement skills. I can match skills to tasks and apparatus. I can use a range of large and small apparatus with an awareness of safety. I follow instructions with support. 	<ul style="list-style-type: none"> Balance Bend Copy Hold Jump Land Rock Roll Shape Squeeze Star Still Straight
Foundation Stage 2	In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	<ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. 	<ul style="list-style-type: none"> Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social: work safely, collaboration, share and take turns, support others Emotional: determination, confidence Thinking: comprehension, creativity, select and apply 	<ul style="list-style-type: none"> I am confident to try new challenges. I can combine movements, selecting actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns. 	<ul style="list-style-type: none"> Around Balance Hold Jump Land Over Rock Roll Still Straight Through Travel

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Gymnastics.

Year Group	Overview	Sequence of learning (small steps)	Whole Child Objectives (SET)	End of Unit Outcomes	Vocabulary
Year 1	<p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination</p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<ul style="list-style-type: none"> To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	<ul style="list-style-type: none"> Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll Social: respect, collaboration, sharing, work safely Emotional: confidence, self-regulation, perseverance Thinking: comprehension, select and apply action, creativity 	<ul style="list-style-type: none"> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise I can remember and repeat actions and shapes. I can say what I liked about someone else's performance I can use apparatus safely and wait for my turn. 	<ul style="list-style-type: none"> Action Balance Control Direction Jump Level Point Roll Shape Speed Squeeze Star Straight Travel
Year 2	<p>This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To use shapes to create balances. To link travelling actions and balances using apparatus. To demonstrate different shapes, take-off and landing when performing jumps. To develop rolling and sequence building. To create a sequence using apparatus. 	<ul style="list-style-type: none"> Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity 	<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus. 	<ul style="list-style-type: none"> Balance Direction Level Link Pathway Pike Roll Sequence Shape Speed Star Straddle Tuck

The vocabulary highlighted in bold linked to key vocabulary progression across all aspects of Gymnastics.

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Year 3	<p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence using the skills I have learnt and including a hoop. 	<ul style="list-style-type: none"> Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills 	<ul style="list-style-type: none"> I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can complete actions with increasing balance and control. I can provide feedback using key words. I can use matching and contrasting actions in a partner sequence. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved. 	<ul style="list-style-type: none"> Body tension Contrast Control Direction Extend Flow Landing position Match Matching Patch Point Take off
Year 4	<p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To link actions that flow using the rolls I have learnt. To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus. 	<ul style="list-style-type: none"> Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, collaboration, communication, respect Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve 	<ul style="list-style-type: none"> I can explain what happens to my body when I exercise and how this helps to make me healthy I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements. 	<ul style="list-style-type: none"> Body tension Bridge Contrast Extend Flow Fluidity Inverted Landing position Match Momentum Perform Rotation Sequence Shoulder stand Stability Wrist grip

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Year 5	<p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<ul style="list-style-type: none"> To perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To explore different travelling actions using both canon and synchronisation. To perform progressions of inverted movements. To perform progressions of inverted movements. To create a partner sequence using apparatus. 	<ul style="list-style-type: none"> Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: work safely, support others, collaboration Emotional: confidence, perseverance, resilience, determination Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences 	<ul style="list-style-type: none"> I can create and perform sequences using apparatus, individually and with a partner I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance I can work safely when learning a new skill to keep myself and others safe. 	<ul style="list-style-type: none"> Asymmetrical Canon Cartwheel Decide Extension Identify Inverted Matching Mirroring Momentum Observe Pathways Performance Quality Stable Symmetrical Synchronisation Transition
Year 6	<p>This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.</p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<ul style="list-style-type: none"> To develop the straddle, forward and backward roll. To develop counter balance and counter tension. To develop jumps and explore the effect of height. To develop inverted movements with control. To use flight from hands to travel over apparatus. To create a group sequence using formations and apparatus. 	<ul style="list-style-type: none"> Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight Social: work safely, collaboration, communication, respect Emotional: independence, confidence, determination Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences 	<ul style="list-style-type: none"> I can combine and perform gymnastic actions, shapes and balances with control and fluency I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner. 	<ul style="list-style-type: none"> Aesthetics Competent Contrasting Counter balance Counter tension Engage Execution Flight Formation Handstand Progression Refine Structure Vault