

# Gymnastics Exemplification

## Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

National Curriculum Objective	Shapes & Balances	Travelling & Linking Actions	Rolls	Jumps	Combination & Sequences	Spatial Awareness
Become increasingly confident and competent	X	X	X	X	X	X
Compete Against themselves	X	X	X	X	X	X
Compete against others						
Master Basic movements:						
Running						
Jumping	X	X	X	X	X	X
Throwing						
Catching						
Develop:						
Agility	X	X	X	X	X	X
Balance	X	X	X	X	X	X
Coordination	X	X	X	X	X	X
Participate in Team Games						
Develop simple tactics for attacking and defending.						
Perform Dances						
Learn simple dance patterns	X	X	X	X	X	X
National Curriculum Objective	Shapes & Balances	Travelling & Linking Actions	Rolls	Jumps	Combination & Sequences	Spatial Awareness
Communicate, collaborate and Compete against others	X	X	X	X	X	X

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Pupils should be taught to use in combination and isolation:						
Running						
Jumping	X	X	X	X	X	X
Throwing						
Catching						
Plat competitive games such as:						
Basketball, Cricket, Football, Hockey, Netball, Rounder’s and Tennis						
Apply Basic Techniques for Attacking and Defending						
Develop Flexibility, Strength, Control and Balance	X	X	X	X	X	X
Perform Dances Using a Range of Movement Patterns	X	X	X	X	X	X
Take Part in Outdoor and Adventurous Activity Challenges:						
Individually						
As Part of a Team						
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	X	X	X	X	X	X

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shapes & Balances	Balancing in wide/narrow static positions	Can do 5 basic shapes: straight, pike, tuck, star, straddle	5 Basic shapes when using apparatus Front and back supports	Matching and contrasting partner balances	1,2,3 and 4 point balances with and against a partner	1,2,3 and 4 point partner body weight balances	Develop technique, control and complexity of part-weight partner balances Group formations in unison and symmetry
Travel & Linkin	Tip Toe Hop	Hopscotch Skipping Gallop T-lever	Wheel Barrow with a partner Scissor kick	Chassis Steps Headstand	Handstand Cartwheel	Hurdle Step Lunge into handstand Lunge into cartwheel	Hurdle step into cartwheel

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g Actio ns							
Rolls	Egg Roll Pencil Roll	Teddy Bear Roll	Crouched Forward Roll	Forward roll from standing Tucked backward roll	Straddle forward roll Backward roll to straddle	Pike forward roll	Dive forward roll Pike backward roll
Jump s	Straight Jump Jumping Jack	Cat spring Straight Jump Half Turn Star jump	Cat spring to straddle Straight Jump full turn	Straddle jump Pike jump Cat leap	Cat leap half-turn	Stag jump Split leap Cat leap full-turn	Split leap Stag leap
Comb inatio n & Sequ ences	Can combine 2 or more basic movements and balances together.	Create sequences of 5 actions, including: rolls, basic shapes or balances, in time with each other.		In groups, the child can create and perform multiple sequences together that involve a variety of jumps, movements, shapes, balances and turns.		Individually, the child can create a movement, balance and shape sequence, showing control, form and fluidity.  <b>High achievers show a high level of timing and synchronisation when combinations and sequences are completed in groups.</b>	
	Can talk about what they have seen	Can say which action they liked the most in a sequence and why	Can say which action they liked the most in a sequence and why	Compare and comment on their own and other’s work -strengths and areas for improvement	Compare and comment on their own and other’s work -strengths and areas for improvement	Can comment on and evaluate a gymnastics routine used correct vocabulary, justifying why the composer has created the routine in a particular way	
Spati al Awar eness	Can perform actions without bumping into other children	The child can create combinations and sequences that maximise the space available as well as showing awareness and coordination when working in smaller groups.		Create combinations and sequences that use height and levels when performing.		In a group, the child can maximise the use of height, levels and space to increase the effectiveness of their performance and their gymnastic skills.  <b>High achievers can work closely together understanding each other’s movements. They have the ability to perform in groups and use the dimensions of the area to portray emotions.</b>	

Most useful and appropriate knowledge to be passed onto the next year group




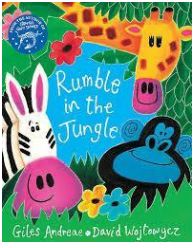



	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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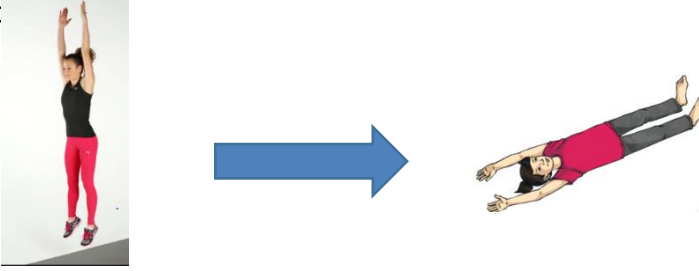
Shapes and Balances	Balancing in wide/narrow static positions	Can do 5 basic shapes: straight, pike, tuck, star, straddle	5 Basic shapes when using apparatus Front and back supports	Matching and contrasting partner balances	1,2,3 and 4 point balances with and against a partner	1,2,3 and 4 point partner body weight balances	Develop technique, control and complexity of part-weight partner balances Group formations in unison and symmetry
Travel and Linking Actions	Tip Toe Hop	Hopscotch Skipping Galloping T-lever	Wheel Barrow with a partner Scissor kick	Chassis Steps Headstand	Handstand Cartwheel	Hurdle Step Lunge into handstand Lunge into cartwheel	Hurdle step into cartwheel
Rolls	Egg Roll Pencil Roll	Teddy Bear Roll	Crouched Forward Roll	Forward roll from standing Tucked backward roll	Straddle forward roll Backward roll to straddle	Pike forward roll Backward roll to standing pike	Dive forward roll Pike backward roll
Jumps	Straight Jump Jumping Jack	Cat spring Straight Jump Half Turn Star jump	Cat spring to straddle Straight Jump full turn	Straddle jump Pike jump Cat leap	Cat leap half-turn	Stag jump Split leap Cat leap full-turn	Split leap Stag leap
Combination & Sequences							
Spatial Awareness							

FS2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
	WALT			Teach children that static means still. Narrow means close together. Wide means spread out.

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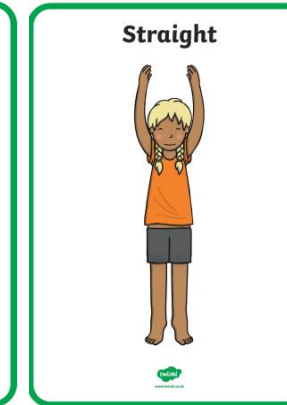
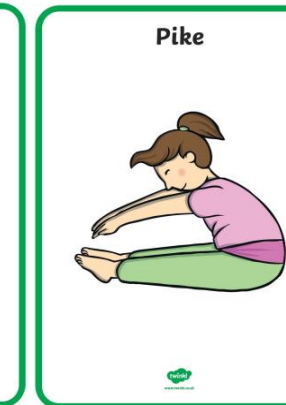


Shapes and Balances	Balance in a wide/narrow static balances		Balance Static Wide Narrow	<p>Children need to be in control of their limbs so they are not moving. Model a narrow balance with arms and legs close together. Model a wide balance with arms and legs spread out.</p> <div><div></div><div>Narrow balances</div><div></div><div>Wide balances</div><div></div></div> <p>Play a lily pad game. Children to run around until an adult shouts “crocodile in the water”. Children need to find a lily pad to stand on as quick as they can. If they move the crocodile will find them and eat them.</p>
	Prior Knowledge			
	How Knowledge is progressive			
Travel & Linking Actions	WALT	Tip Toe Jump Hop	Travel Bunny Hop Direction	<p><b>Jumping</b> – To teach children how to jump as a means of travelling, set up the hall with equipment on the floor (cones, mats, hoops, gym tables to act as tress, bibs set up to represent a river) to represent features of a jungle. Read ‘Rumble in the Jungle’ to children then ask them which animals they can remember. How would this animal jump over all the obstacles in the jungle. Can children change the way they perform their jumps to represent other animals?</p>    <p><b>Tip Toe Walk</b> – Model walking on tip-toes to children. Ask am I using my whole foot to walk on? Which part of my foot am I using? Tell children this is called tip-toeing. Is it a loud or quiet action? Children to practice tip-toeing around the jungle quietly so they are not caught by a bigger animal. <a href="https://www.youtube.com/watch?v=z2gz-CzQqno">https://www.youtube.com/watch?v=z2gz-CzQqno</a></p> <p><b>Hopping</b> –Model hopping on 1 foot, do children know this is called hopping? What animals can they think of that use this action to travel? Children to practice hopping on 1 foot around the obstacles in the jungle.</p>
	Move around by Tip Toeing, Jumping and Hopping			
	Prior Knowledge			
	How Knowledge is progressive			
Rolls	WALT	egg kneel chest	roll	<p>Ask children what shape an egg is, would it be a wide or a narrow shape? Tell children to start in a tucked kneeling position. Model allowing body weight to lean to the side to begin the roll in that direction. Make sure knees are tucked up as much as possible to chest.</p> <p><a href="https://www.youtube.com/watch?v=I3LIFkI2mDo">https://www.youtube.com/watch?v=I3LIFkI2mDo</a></p>
	Perform an egg roll			
	Prior Knowledge			
	How Knowledge is progressive			
	WALT	Straight Above head pencil	narrow roll	<p>Tell children pencils are long and thin – it is a narrow shape. Model to children lying down with hands above head as straight as possible Roll over to the side maintaining long shape.</p>
	Perform an pencil roll			
	Prior Knowledge			
	How Knowledge is progressive			
	WALT	Straight Jump	Narrow push	<p>Children to stand in a narrow shape with hands by their sides. They need to push off (jump) Into the air and form a narrow shape with arms stretch out straight above the head, landing back on feet</p> 
	Perform a straight jump			

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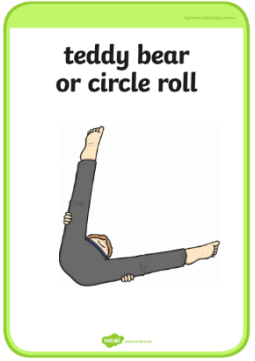




Jumps	Prior Knowledge	Straight jump	Push Narrow Wide	<p>Tell children to stand up straight in a narrow shape. They need to push off (jump) from the ground and land in a wide shape with arms and legs stretched out. Children then need to push off (jump) again and land in a narrow shape with arms and legs together/by their side.</p> 
	How Knowledge is progressive			
	WALT			
	<i>Perform a Jumping Jack.</i>			
	Prior Knowledge			
Combination & Sequences		jump	Combine Balance Roll Travel	<p>Children to use their knowledge of balances, travelling actions, rolls and jumps. Create a pair of actions.</p> <p>Children can choose from:</p> <ul style="list-style-type: none"> <li>narrow/wide balance</li> <li>tiptoeing hopping</li> <li>egg/ pencil roll</li> <li>straight jump/ jumping jack</li> </ul>  <p>e.g. a straight jump into a pencil roll</p>
	WALT			
	<i>Combine 2 or more basic movements and balances together.</i>			
	Prior Knowledge			
	How Knowledge is progressive			
		watch		<p>As children perform actions or combinations as above, children to recognise and identify the movements other children have performed.</p> <p>This might be incidental across sessions as they reply to what they have seen others perform.</p>
	WALT			
	<i>Talk about what they have seen</i>			
	Prior Knowledge			
	How Knowledge is progressive			
Year 1	Objective	Tier 2 Vocab	Tier 3 Vocab	<u>Example</u>



## Gymnastics Exemplification

Shapes & Balances	<b>WALT</b>	balance shape wide narrow	Static Straight Pike Tuck Star Straddle	<p>Teach children the 5 basic shapes at the beginning of the lesson.</p> <p>Children then play Traffic lights game. Teacher holds up a cone Indicating to children what they need to do. <b>This helps to teach children that while they run around they need to be aware of the space they are in and have their eyes up. This later develops into having their eyes up looking for a pass in KS2.</b></p> <p>Red = stop    Amber = walk    Green = run    When you hold up a red cone shout which basic shape children need to demonstrate.</p> <div> <div>Tuck </div> <div>Star </div> <div>Straddle </div> <div>Straight </div> <div>Pike </div> </div>
	<i>Hold the 5 basic shapes: straight, pike, tuck, star, straddle</i>			
	<b>Prior Knowledge</b>			
	<i>Children have practised balancing in a static position</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children will develop their static balances into fundamental shapes that form the basis of many future actions.</i>			
Traveling & Linking Actions	<b>WALT</b>	Skipping Hopping Tip toe	Galloping Hopscotch Front foot Back foot Direction	<p>Skipping – Uses the hopping action bouncing on alternating legs to propel the body</p> <p>Galloping – Uses a unilateral action (Similar to a fencing technique). Teach the children to stand with a front foot Facing forward. They need to always keep this foot ahead of the back foot.</p> <p>The action is formed as the front foot is lifted and steps forward. As the foot is in the downward motion the back leg is lifted and a step Forward is taken.</p> <p><a href="https://www.youtube.com/watch?v=5UC7GfYpT9A">https://www.youtube.com/watch?v=5UC7GfYpT9A</a></p> <p><a href="https://www.sportplan.net/drills/Gymnastics/Key-2-Body-Temperature-Raising/Sideways-gallop-RG0005.jsp?onMobile">https://www.sportplan.net/drills/Gymnastics/Key-2-Body-Temperature-Raising/Sideways-gallop-RG0005.jsp?onMobile</a></p> <div> <div>skip </div> <div></div> </div>
	<i>Move around by hopping, galloping and performing a hopscotch</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned to jump, hop and tip-toe</i>			
	<b>How Knowledge is progressive</b>			
	<i>Hopping progresses into an alternating skipping action</i>			
	<i>Jumping and hopping combine to form the hopscotch action</i>			
	<i>Hopping and skipping progress into a unilateral action</i>			
	<b>WALT</b>	Balance Point Standing leg	Lever T Shape Stretch Lunge	<p>Ask children if they can show what a T shape would look like using their bodies.</p> <p>Model a T-Lever.</p> <ol style="list-style-type: none"> <li>Starting in the straight position, maintain the straightness of arms and non-standing leg.</li> <li>Use the standing leg to keep contact with the ground and pivot from the hips to form the T-lever.</li> </ol> <p><b>Key points</b> – Keep standing leg straight Point arms, legs, fingers and non-standing foot.</p> <p><a href="https://www.youtube.com/watch?v=yy7n96a5dM">https://www.youtube.com/watch?v=yy7n96a5dM</a></p> <div> <div>T Shape </div> <div></div> </div>
	<i>Perform a T lever</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned to perform the 5 basic shapes</i>			
	<b>How Knowledge is progressive</b>			
	<i>This is building on children's knowledge of the straight basic shape. This is the beginning phase of a handstand.</i>			

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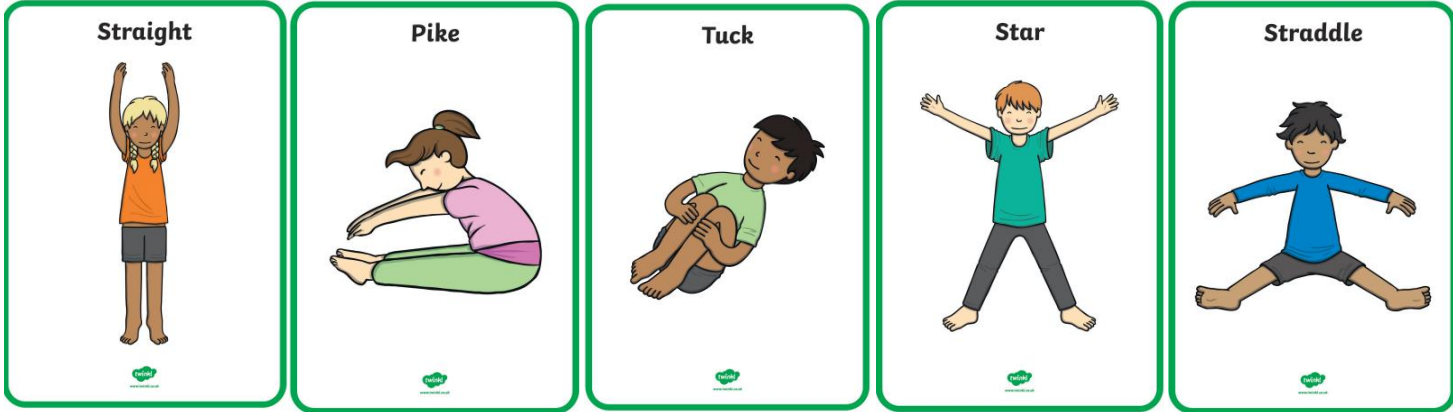
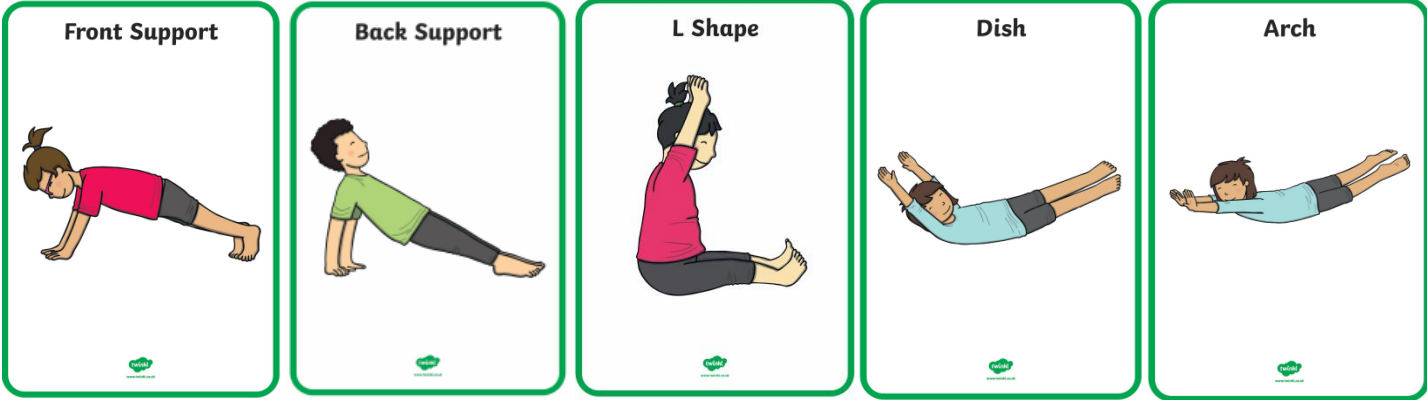

<b>Rolls</b>	<b>WALT</b>	Roll	Straddle	<ol style="list-style-type: none"> <li>1. Begin in the straddle position sat on the floor with legs out straight in a 'V' shape.</li> <li>2. Hold onto the back of the legs and lean to the side so your flank makes contact with the floor.</li> <li>3. Using your momentum roll on your back until your opposite side is in contact with the floor.</li> <li>4. Continue the action until you are sat back in the straddle position facing the opposite direction.</li> </ol> <p><a href="https://www.youtube.com/watch?v=rruAv_HdE70">https://www.youtube.com/watch?v=rruAv_HdE70</a></p>	 
	<i>Perform a Teddy Bear Roll</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned to hold the straddle shape</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are using their knowledge of the straddle shape to rock and roll in a circle.</i>				
<b>Jumps</b>	<b>WALT</b>	Jump Together Straight	Cat Spring	<p>Cat Spring –</p> <ol style="list-style-type: none"> <li>1. Stand with feet together, bend knees and jump forward in a crouched position.</li> <li>2. Using momentum, place both hands shoulder width apart on the mat in front.</li> <li>3. Take weight on arms and allow legs to follow through with the jumping action.</li> </ol> <p><a href="https://www.sportplan.net/drills/Gymnastics/Key-1-Body-Conditioning/Cat-Spring-Straddle-valgym50.jsp?onMobile">https://www.sportplan.net/drills/Gymnastics/Key-1-Body-Conditioning/Cat-Spring-Straddle-valgym50.jsp?onMobile</a></p>	
	<i>Perform a Cat Spring</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned to jump in a straight position</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are developing their jumping into a forward motion.</i>				
	<b>WALT</b>	Jump Together Straight	Half Turn	<p>Half Turn Jump –</p> <ol style="list-style-type: none"> <li>1. Perform a straight jump but add in a half turn (180°) to face the opposite direction as you land. Hands straight above head during the move.</li> </ol> <p><a href="https://www.youtube.com/watch?v=gidHYXfZl3I">https://www.youtube.com/watch?v=gidHYXfZl3I</a></p> <p><a href="https://www.youtube.com/watch?v=Bsch1Wi64RQ">https://www.youtube.com/watch?v=Bsch1Wi64RQ</a></p>	
	<i>Perform a half turn jump</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned to jump in a straight position</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children have learned to perform a straight jump</i>				
	<b>WALT</b>	Star Shape Jumping Jack Point	Flight	<p>From the tuck position, jump up and extend the feet and arms into the star position during flight.</p> <p><a href="https://www.youtube.com/watch?v=h6wu4_LOhyU">https://www.youtube.com/watch?v=h6wu4_LOhyU</a></p>	
	<i>Perform a Star jump</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned the star shape and a Jumping Jack</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are developing the Jumping Jack to form the star shape during flight.</i>				







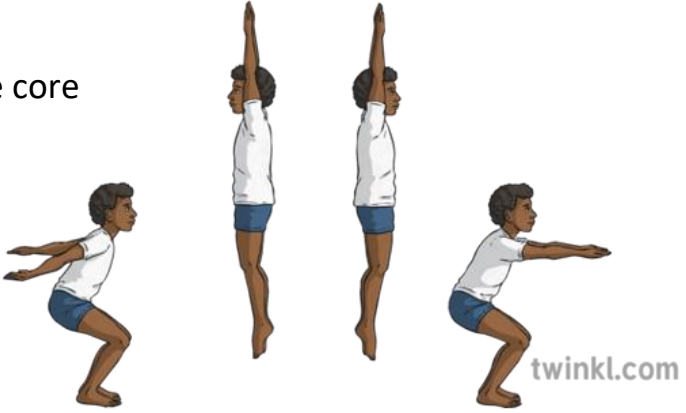
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Co mb ina tio n & Se qu enc es	WALT	Partner	Sequence In Time	Children to put together a sequence of 5 actions using all acquired knowledge.
	Create a sequence of 5 actions including: rolls, basic shapes or balances, in time with each other.			
	Prior Knowledge			
	Children have learned to jump in a straight position			
	How Knowledge is progressive			
	Children are developing their jumping into a forward motion. Children are learning to add turns to the straight jump.			
Sp ati al Aw are nes s	WALT	Mat	Space Area Edge Direction	When creating a sequence, give children a set space to work on. 1 or 2 gymnastic mats. When performing can children use the full space available to them on their mat when doing rolls, jumps, travelling actions?
	Perform actions without bumping into other children			
	Prior Knowledge			
	Children have been taught to look for space large enough to perform			
	How Knowledge is progressive			
	Children are learning how to maximise the use of space around others.			
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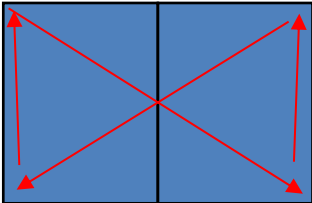
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Year 2	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Shapes & Balances	<b>WALT</b>	Jump	Straight Pike Tuck Star Straddle Flight	
	5 Basic shapes when using apparatus			
	<b>Prior Knowledge</b>			
	Children have learned to perform the 5 basic shapes			
	<b>How Knowledge is progressive</b>			
	Using the gymnastics tables, children are applying their knowledge of shapes during flight			
				Children to perform these shapes as they climb on and explore jumping off apparatus.
	<b>WALT</b>	Balance Shape Hold	Front Support Back Bridges	<p>Teach children the 5 basic shapes at the beginning of the lesson.</p> <p>Children then play Traffic lights game. Teacher holds up a cone Indicating to children what they need to do. <b>This helps to teach children that while they run around they need to be aware of the space they are in and have their eyes up. This later develops into having their eyes up looking for a pass in KS2.</b></p> <p>Red = stop    Amber = walk    Green = run    When you hold up a red cone shout which basic shape children need to demonstrate.</p> 
	Perform front and back supports			
	<b>Prior Knowledge</b>			
	Children have learned to perform the 5 basic shapes			
	<b>How Knowledge is progressive</b>			
	Children are developing knowledge of shapes and holding their body weight in different ways			
Travel & Linking Ac	<b>WALT</b>	Balance Strength Straight	Core Front Support Tension Upper body	<p>With a partner children to practice moving around in the front support – The wheelbarrow.</p> 
	Perform a Wheel barrow with a partner			
	<b>Prior Knowledge</b>			
	Children have learned the T-lever and front supports			
	<b>How Knowledge is progressive</b>			
	This is building on children's knowledge of the T-Lever and front supports to build more upper body and core strength allowing them to perform a headstand next year.			

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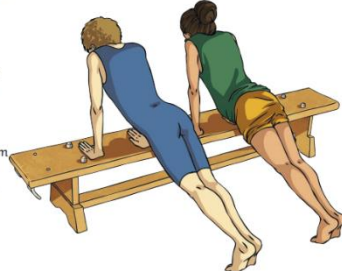





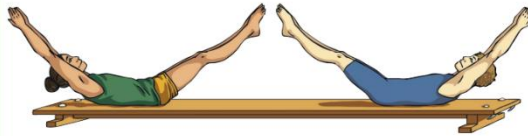
t i o n s	<b>WALT</b>	Strength Balance	T-Lever Flutter Kick Scissor Kick	<p>Ask children to practise the T-Lever. Explain this is part of performing the handstand in the future.</p> <ol style="list-style-type: none"> <li>1. Model from the T-Lever position, kicking off using the standing leg to create momentum.</li> <li>2. While the standing leg is in the air the scissor action is the reversal of the legs Using the standing leg to act as the T-Lever whilst the opposite leg becomes The new standing leg when landing.</li> </ol> <p><a href="https://www.youtube.com/watch?v=zaHDJ85RI_Q">https://www.youtube.com/watch?v=zaHDJ85RI_Q</a></p> <p><a href="https://www.youtube.com/watch?v=7xt69Vo9l3Y">https://www.youtube.com/watch?v=7xt69Vo9l3Y</a></p>	
	<i>Perform a Scissor kick</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned to perform the 5 basic shapes</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are developing knowledge of shapes and holding their body weight in different ways</i>				
R o l l s	<b>WALT</b>	Straight	Tuck Momentum Rotate Shoulder width	<p>Start in the tuck position.</p> <ol style="list-style-type: none"> <li>1. From the tuck position, place the hands on the floor shoulder width apart begin to straighten the legs keeping the neck tucked in to prevent injury.</li> <li>2. Allow the body to rotate through the action until the feet hit the floor.</li> </ol> <p><a href="https://www.youtube.com/watch?v=XPlsmgMLf8E">https://www.youtube.com/watch?v=XPlsmgMLf8E</a></p> <p><a href="https://www.youtube.com/watch?v=bljzkeGa5cM">https://www.youtube.com/watch?v=bljzkeGa5cM</a></p>	<p style="text-align: center;"><b>Forward Roll</b></p> 
	<i>Perform a crouched forward roll</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned to perform the tuck shape and egg rolls</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children are developing knowledge of shapes and holding their body weight in different ways</i>				
J u m p s	<b>WALT</b>		Cat Spring Straddle Shoulder width	<p>Cat Spring –</p> <ol style="list-style-type: none"> <li>1. Stand with feet together, bend knees and jump forward in a crouched position.</li> <li>2. Using momentum, place both hands shoulder width apart on the mat in front.</li> <li>3. Take weight on arms and allow legs to follow through with the jumping action.</li> <li>4. In Year 2 children will be taught to finish the move by holding a straddle position</li> </ol> <p><a href="https://www.sportplan.net/drills/Gymnastics/Key-1-Body-Conditioning/Cat-Spring-Straddle-valgym50.jsp?onMobile">https://www.sportplan.net/drills/Gymnastics/Key-1-Body-Conditioning/Cat-Spring-Straddle-valgym50.jsp?onMobile</a></p>	 
	<i>Perform a cat spring into a straddle</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned the cat spring</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children will develop the cat spring to end in a straddle</i>				
	<b>WALT</b>	Straight Jump Twist	Rotation Full turn Flight Core	<p>Straight Jump Full turn</p> <ol style="list-style-type: none"> <li>1. Start in the straight position</li> <li>2. Bend knees and jump forwards with a twisting force through the core</li> <li>3. During phase, keep arms and legs in the straight position</li> <li>4. Land with feet together, bending knees to avoid injury</li> <li>5. Return to the straight position</li> </ol>	
	<i>Perform a straight jump full turn</i>				
	<b>Prior Knowledge</b>				
	<i>Children have learned the basic straight shape and the straight jump half turn</i>				
	<b>How Knowledge is progressive</b>				
	<i>Children complete the straight jump with a full 360° rotation</i>				

Gymnastics Exemplification

Co m b i n a t i o n & S e q u e n c e s	WALT	Partner	Sequence In Time	Children to put together a sequence of 5 actions using all acquired knowledge.			
	Create a sequence of 5 actions including: rolls, basic shapes or balances, in time with each other.			<u>Shapes &amp; Balances</u>		<u>Travel</u>	<u>Rolls</u>
	Prior Knowledge			Straight pike tuck star straddle		Tip-toeing Hopping Skipping Galloping hopscotch	
	Children have learned to jump in a straight position			Front Support Back Support arch dish		T-Lever Scissor Kick Wheelbarrow	
	How Knowledge is progressive					Pencil Roll Egg Roll Teddy Bear Roll Crouched forward roll	
	Children are creating a sequence using their prior knowledge and new knowledge of a range of actions						<u>Jumps</u> Straight Jump Jumping Jack Straight Jump with half turn Cat Spring Cat Spring to straddle Straight jump with full turn Star Jump
Sp a t i a l A w a r e n e s s	WALT	Mat	Space Area Edge Direction	When creating a sequence, give children a set space to work on. 1 or 2 gymnastic mats. When performing can children use the full space available to them on their mat when doing rolls, jumps, travelling actions?			
	Perform actions without bumping into other children						
	Prior Knowledge						
	Children have been taught to look for space large enough to perform						
	How Knowledge is progressive						
	Children are learning how to maximise the use of space around others.						

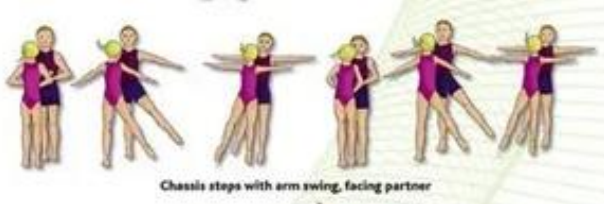





Gymnastics Exemplification




Year 3	Objective	Tier 2 Vocab	Tier 3 Vocab	Example			
Shapes & Balances	WALT	Same Different Sitting Straddle Pike Support Back Front dish	Balance Symmetry Back to back Side by Side Head to head Feet to feet Face to face				
	Match and contrast partner balances						
	Prior Knowledge						
	Children have learned the basic shapes, front and back supports						
	How Knowledge is progressive						
	Children are holding the same shapes and supports but have to match the shape of a partner						
				<div><div>★</div><div>1. Side-by-Side Front Support</div><div><ul style="list-style-type: none"><li>Start side-by-side and rest your hands on the bench shoulder width apart.</li><li>Stretch your legs out straight behind you to make the front support position.</li><li>Make sure your bottom is not sticking up in the air and you have a straight back.</li></ul></div><div></div></div>	<div><div>★</div><div>2. Side-by-Side Tuck on Back</div><div><ul style="list-style-type: none"><li>Position yourselves side by side on your back.</li><li>Get into the tucked position on your back.</li></ul></div><div></div></div>	<div><div>★</div><div>3. Head-to-Head Supported Straddle</div><div><ul style="list-style-type: none"><li>Start by facing one another.</li><li>Lean forward into the supported straddle position.</li></ul></div><div></div></div>	
				<div><div>★</div><div>3. Face-to-Face Sitting Tuck</div><div><ul style="list-style-type: none"><li>Start by sitting face to face on the bench.</li><li>Get into the sitting tuck position.</li></ul></div><div></div></div>	<div><div>★</div><div>2. Side-by-Side Star Shape Standing</div><div><ul style="list-style-type: none"><li>Start side-by-side and rest your hands on the bench shoulder width apart.</li><li>Stretch your legs out straight behind you to make the front support position.</li><li>Make sure your bottom is not sticking up in the air and you have a straight back.</li></ul></div><div></div></div>	<div><div>★★★</div><div>2. Side-by-Side Back Support</div><div><ul style="list-style-type: none"><li>Start by lying down on your back next to one another.</li><li>Get into the back support position.</li><li>Your legs need to be squeezed tight and feet together.</li></ul></div><div></div><div>You could try raising one leg off the ground. Make sure you both have your legs in the same position to create a mirror image.</div></div>	
				<div><div>★★★</div><div>1. Dish Position along Bench</div><div><ul style="list-style-type: none"><li>Start by lying along the bench on your back.</li><li>Get into the dish position by lifting your arms and legs clear of the bench.</li><li>Keep your back pressed down into the bench.</li></ul></div><div></div></div>			
Children are not expected to know all of these, they need to explore balances against a partner using their prior knowledge. These balances are for teacher reference to guide children where needed.							



## Gymnastics Exemplification

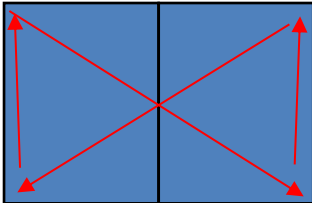
Travel & Linking Actions	WALT	Direction Jump	Lead Leg Side Stance Lead leg Standing Leg	<ol style="list-style-type: none"> <li>1. Start standing in a neutral position feet shoulder width apart.</li> <li>2. Travel and movement will occur in a side stance</li> <li>3. Lift the lead leg and arms to the side</li> <li>4. Jump using the standing leg, landing on the lead leg keeping arms outstretched.</li> <li>5. Bring the standing leg back to the ground with feet together.</li> <li>6. Repeat.</li> </ol>  <p><small>Chassé steps with arm swing, facing partner</small></p> <p><a href="https://www.youtube.com/watch?v=u0KYIBfLzJU">https://www.youtube.com/watch?v=u0KYIBfLzJU</a></p>
	Perform Chassis Steps			
	Prior Knowledge			
	Children have learned to gallop and perform Jumping Jacks.			
	How Knowledge is progressive			
	Children are developing their gallop using a side on stance and combing it with the arm movement from a Jumping Jack			
	WALT	Balance	Headstand Core strength Upper body strength 3 point base vertical	<ol style="list-style-type: none"> <li>1. Begin in the tuck position</li> <li>2. Place the hands on the floor, shoulder width apart to create a 3 point base</li> <li>3. Extend the legs and tighten the core to keep it vertical</li> <li>4. Bring the knees up to the chest</li> <li>5. Extend the legs vertically</li> </ol> <p>Children may need to work with a partner to support them while they build up strength. See <a href="https://www.youtube.com/watch?v=smeFt8OciLA">https://www.youtube.com/watch?v=smeFt8OciLA</a></p> <p>To make it easier, you can put the hands behind the head to create a 3 point base using the head and elbows.</p> 
	Perform a headstand			
	Prior Knowledge			
	Children have learned the scissor kick to help learn the handstand.			
	How Knowledge is progressive			
	Children are developing their balance, upper body and core strength			
Rolls	WALT	Forward Roll Standing straight	Shoulder width	<ol style="list-style-type: none"> <li>1. Begin standing straight</li> <li>2. Bend the hips so the hands touch the mat at shoulder width. (If children are struggling to keep their arms in the correct position, loosely band the arms together)</li> <li>3. When hands are planted jump forwards keeping the head tucked in.</li> <li>4. Allow the body to rotate through the action so the back rolls over the mat.</li> </ol>  <p><a href="https://www.youtube.com/watch?v=szK1ADcgW88">https://www.youtube.com/watch?v=szK1ADcgW88</a></p>
	Perform a Forward Roll from standing			
	Prior Knowledge			
	Children have learned the crouched forward roll			
	How Knowledge is progressive			
	Children are beginning to develop fluidity between actions, using a forward roll from a standing start.			
	WALT	Tuck Straight Bend	Backwards Roll Shoulder height	<ol style="list-style-type: none"> <li>1. Begin standing straight.</li> <li>2. Bend the knees keeping the arms straight and push backwards.</li> <li>3. Allow the bottom to touch the floor to create a rotated tuck position and hold the hands at shoulder height to help stabilise.</li> <li>4. Using the momentum gained, allow the body to rotate backwards.</li> <li>5. Place the feet back on the floor and stand in the straight position.</li> </ol>  <p><small>twinkl.com</small></p> <p><a href="https://www.youtube.com/watch?v=TdPhjFs0Keo">https://www.youtube.com/watch?v=TdPhjFs0Keo</a></p>
	Perform a Tucked Backwards Roll			
	Prior Knowledge			
	Children have learned the crouched forward roll			
	How Knowledge is progressive			
	Children are beginning to roll backwards as well as forwards			

## Gymnastics Exemplification





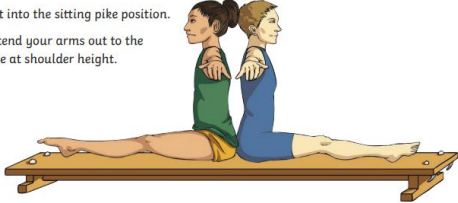

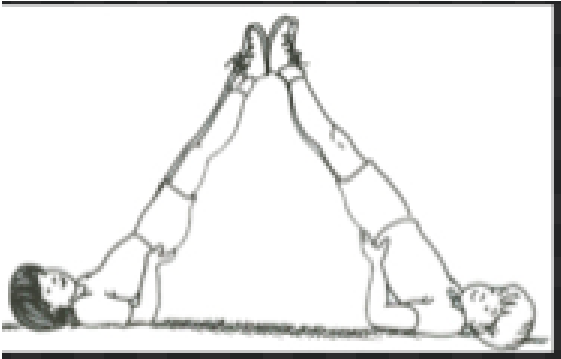
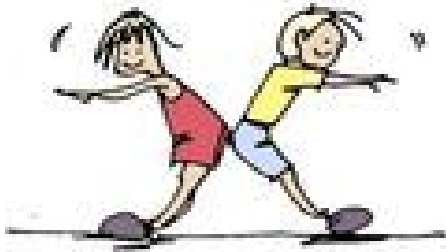
Jumps	WALT	Bend Power Extend	Straddle Lift Off Flight	<div><div><div>1. Begin standing straight.</div><div>2. Bend the knees to generate power and jump.</div><div>3. During the flight phase perform the straddle position (arms and legs abducted).</div></div><div><a href="https://www.youtube.com/watch?v=Enmc3hoQMIw">https://www.youtube.com/watch?v=Enmc3hoQMIw</a></div><div></div></div>			
	To perform a straddle jump						
	Prior Knowledge						
	Children have learned the straddle shape and a straight jump.						
	How Knowledge is progressive						
	Children are developing power during lift off to be able to perform a straddle in flight.						
	WALT	Bend Power Extend	Pike Lift Off Flight	<div><div><div>1. Begin standing straight.</div><div>2. Bend the knees to generate power and jump.</div><div>3. During the flight phase perform the pike position (arms and legs extended forwards).</div></div><div><a href="https://www.youtube.com/watch?v=gKj-HLcOnZw">https://www.youtube.com/watch?v=gKj-HLcOnZw</a></div><div></div></div>			
	To perform a pike jump						
	Prior Knowledge						
	Children have learned the pike shape and a straight jump.						
	How Knowledge is progressive						
	Children are developing power during lift off to be able to perform a pike in flight.						
	WALT	Switch Pointing	Lead Leg Lift Off Flight Neutral	<div><div><div>1. Begin in a neutral position</div><div>2. Abduct the arms to the side</div><div>3. Lift off with lead leg, keeping standing leg straight.</div><div>4. Jump with the standing leg, keeping both feet point to the floor during flight.</div><div>5. Land using the lift off leg and finally the standing leg.</div></div><div>Perform on a mat first then advance onto using apparatus such as a bench.</div><div></div></div>			
	To perform a cat leap						
	Prior Knowledge						
	Children have learned to gallop and perform chassis steps						
	How Knowledge is progressive						
	Children are using a similar action to the chassis steps and gallop, but are learning to switch the lead leg over during flight						
Combination & Sequences	WALT	Partner	Sequence In Time	Children to put together a sequence of 5 actions using all acquired knowledge.			
Create and perform multiple sequences in groups using a variety of jumps, movements, shapes, balances and turns.				Shapes & Balances	Travel	Rolls	Jumps
Prior Knowledge				Straight pike tuck star straddle Matched and contrasted shapes and balances	Tip-toeing Hopping Skipping Galloping hopscotch	T-Lever Scissor Kick Wheelbarrow Headstand	Pencil Roll Egg Roll Teddy Bear Roll Crouched forward roll Standing Forward Roll Crouched Backwards Roll
	Children have made sequences of 5 actions.						

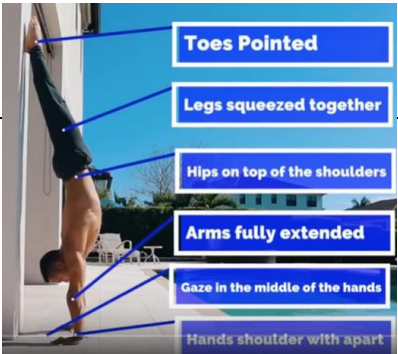
Gymnastics Exemplification

	<b>How Knowledge is progressive</b>			Compare and comment on their own and other’s work -strengths and areas for improvement
	<i>Children are creating a sequence using their prior knowledge and new knowledge of a range of actions</i>			
Spatial Awareness	<b>WALT</b>	Mat	Space Area Edge Direction	Whilst using the full area available, children can use a range of heights during a sequence. Can they perform actions low to the ground such as a forward roll as well as actions using flight, such as a straddle jump.
	<i>Use height during a performance</i>			
	<b>Prior Knowledge</b>			
	<i>Children have maximised use of floor space</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are maximising the 3D space around them</i>			



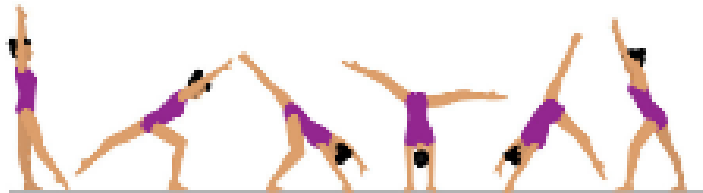

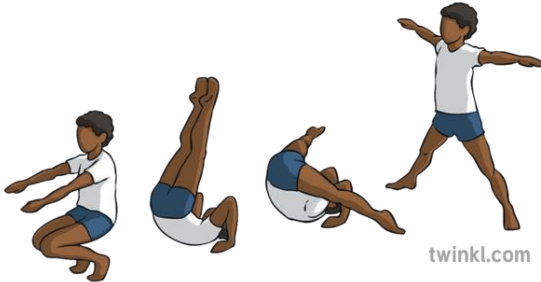

Gymnastics Exemplification

Year 4	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Sh ap es & Ba la nc es	<b>WALT</b>	Same Different Sitting Straddle Pike Support Back Front dish	Balance Symmetry Back to back Side by Side Head to head Feet to feet Face to face	
	Perform balances with and against a partner			
	<b>Prior Knowledge</b>			
	<i>Children have learned the basic shapes, front and back supports</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are holding the same shapes and supports but have to match the shape of a partner</i>			<div><div><div><div>★ 1. Back-to-Back Sitting Pike</div><div><ul style="list-style-type: none"><li>Start by sitting back to back.</li><li>Get into the sitting pike position.</li><li>Extend your arms out to the side at shoulder height.</li></ul></div><div></div><div>How else could you position your arms? Stretched above your head? Out in front of you? Make sure you both have your arms in the same position to create a mirror image.</div></div><div><div>★★★ 4. Feet-to-Feet Straddle on Back</div><div><ul style="list-style-type: none"><li>Start by lying down on your back opposite one another.</li><li>Get into the straddle position on your back.</li><li>Try to get your bottoms, legs and heels in contact with one another.</li><li>Extend your arms out to the side at shoulder height.</li></ul></div><div></div><div>How else could you position your arms? Stretched above your head? Down by your side? Make sure you both have your arms in the same position.</div></div><div><div>★★★ 1. Back-to-Back Pike V-Sit</div><div><ul style="list-style-type: none"><li>Start by sitting back to back.</li><li>Get into the sitting pike position.</li><li>Using your arms as support, raise both legs off the ground.</li><li>Keep your legs and feet squeezed tightly together.</li></ul></div><div></div></div></div><div><div><div>★★★ 4. Feet-to-Feet Straddle on Shoulders</div><div><ul style="list-style-type: none"><li>Start by sitting back-to-back and get into the straddle position on your shoulders.</li><li>Stretch your legs so your feet are beyond your head.</li></ul></div><div></div></div><div><div>★ 4. Back-to-Back Sitting Pike</div><div><ul style="list-style-type: none"><li>Start by sitting back-to-back on the bench.</li><li>Get into the sitting pike position.</li><li>Extend your arms out to the side at shoulder height.</li></ul></div><div></div><div>How else could you position your arms? Stretched above your head? Make sure you both have your arms in the same position.</div></div><div><div>★★★ 3. Back-to-Back Sitting Straddle</div><div><ul style="list-style-type: none"><li>Start by sitting back-to-back with your legs either side of the bench.</li><li>Lift feet off the floor to make the sitting straddle position.</li><li>Extend arms out in front of you at shoulder height.</li></ul></div><div></div><div>How else could you position your arms? Stretched above your head? Make sure you both have your arms in the same position.</div></div></div><div></div><div></div></div> <p>Children are not expected to know all of these, they need to explore balances against a partner using their prior knowledge. These balances are for teacher reference to guide children where needed.</p>
Tr av	<b>WALT</b>	Core Strength	Trunk T-Lever	<div><div>1. Start by standing in the straight position</div><div>2. Ask children to form the T-Lever</div></div>
	Perform a handstand			
	<b>Prior Knowledge</b>			



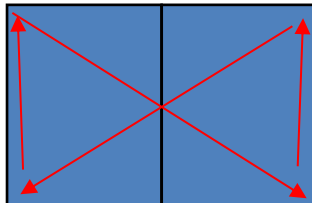


## Gymnastics Exemplification


el & Link in g Ac tions	Children have learned the T-lever, scissor kick and handstand		Scissor Kick	3. Progressing into forming the Scissor Kick 4. Allow legs to rotate through and lean against a wall 5. Try to keep legs, arms and trunk as straight as possible	
	How Knowledge is progressive				
	Children are putting all the actions learned together to perform the full handstand.				
	WALT	Core Strength	Trunk T-Lever Scissor Kick Lead Leg	1. Start by standing in the straight position 2. Form the T-Lever to begin the action 3. Use the Scissor Kick action to generate momentum 4. Keep the body in a side stance so both hands are on the floor 5. Using core strength keep the trunk, arms and legs as straight as possible 6. Land on the lead leg	
	Perform a cartwheel				
	Prior Knowledge				
	Children have learned the scissor kick to help learn the handstand.				
How Knowledge is progressive					
Children are developing their balance, upper body and core strength					
Ro lls	WALT	Forward Roll Standing straight	Shoulder width Straddle 3 point balance Rotate	1. Begin by standing in the star shape. 2. Bend the hips to create the straddle shape, placing both hands on the Floor. 3. Using the 3 point balance as a pivot push off from the straddle Position. 4. Allow the body to rotate though the action using the back as a support. 5. Return to the star position at the end.	
	Perform a Straddle Forward Roll				
	Prior Knowledge				
	Children have learned the forward roll				
	How Knowledge is progressive				
	Children are beginning to develop fluidity between actions, using a forward roll in straddle shape.				
	WALT	Tuck Straight Bend Straddle	Backwards Roll Shoulder height 3 point balance	1. Start by standing in the straight position. 2. Bend the knees and allow the body to fall backwards. 3. Use the legs to push off to create more momentum, using the back to roll along the Floor. 4. Use the hands to create the 3 point balance 5. As the body rotates through the action, form the straddle position with the legs. 6. Finish in the star position.	
	Perform a Backwards Roll to straddle				
	Prior Knowledge				
	Children have learned the crouched backwards roll				
	How Knowledge is progressive				
	Children are beginning to develop fluidity between shapes and rolls				
Ju m ps	WALT	Bend Power Extend Twisting	Cat Leap Lift Off Flight Half Turn	1. Begin in a neutral position 2. Abduct the arms to the side 3. Lift off with lead leg, keeping standing leg straight. 4. Jump with the standing leg using a twisting force, keeping both feet point to the floor during flight. 5. During flight phase perform a half turn 6. Land using the lift off leg and finally the standing leg.	
	To perform a cat leap with half turn				
	Prior Knowledge				
	Children have learned the cat leap				
	How Knowledge is progressive				
	Children are developing turns whilst performing the cat leap				






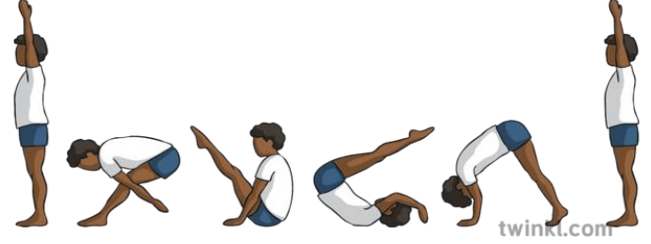
Gymnastics Exemplification

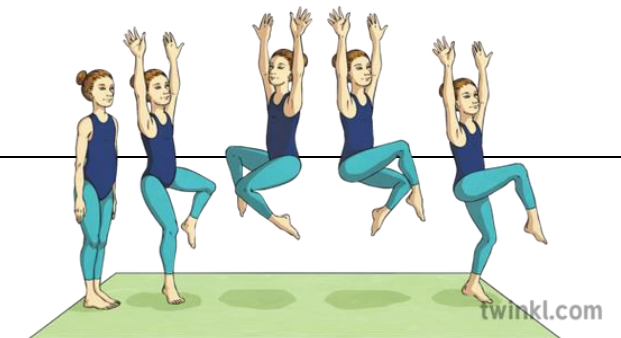
Co m b i n a t i o n & S e q u e n c e s	WALT	Partner	Sequence In Time	Children to put together a sequence of 5 actions using all acquired knowledge.							
	Create and perform multiple sequences in groups using a variety of jumps, movements, shapes, balances and turns.			Shapes & Balances		Travel		Rolls		Jumps	
	Prior Knowledge			Straight pike tuck star straddle Matched and contrasted shapes and balances	Front Support Back Support arch dish	Tip-toeing Hopping Skipping Galloping hopscotch	T-Lever Scissor Kick Wheelbarrow Headstand	Pencil Roll Egg Roll Teddy Bear Roll Crouched forward roll Standing Forward Roll Crouched Backwards Roll	Straight Jump Jumping Jack Straight Jump with half turn Cat Spring Cat Spring to straddle Straight jump with full turn Star Jump Pike Jump Straddle Jump Cat Leap		
	How Knowledge is progressive			Compare and comment on their own and other’s work -strengths and areas for improvement							
	Children are creating a sequence using their prior knowledge and new knowledge of a range of actions										
Sp a t i a l  A w a r e n e s s	WALT	Mat	Space Area Edge Direction	Whilst using the full area available, children can use a range of heights during a sequence.							
	Use height during a performance			Can they perform actions low to the ground such as a forward roll as well as actions using flight ,such as a straddle jump.							
	Prior Knowledge										
	Children have maximised use of floor space										
	How Knowledge is progressive										
	Children are maximising the 3D space around them										

Gymnastics Exemplification

Year 5	Objective	Tier 2 Vocab	Tier 3 Vocab	Example
Shapes & Balances	<b>WALT</b>	Same	Balance	
	Perform partner weight balances	Different	Symmetry	
	<b>Prior Knowledge</b>	Sitting	Back to back	
	<i>Children have learned the basic shapes and symmetrical balances</i>	Straddle	Side by Side	
	<b>How Knowledge is progressive</b>	Pike	Head to head	
	<i>Children are beginning to use asymmetrical balances holding theirs and a partners weight by developing strength.</i>	Support	Feet to feet	
		Back	Face to face	
		Front	Body Weight	
		dish	Counter Weight	

## Gymnastics Exemplification

				Children are not expected to know all of these, they need to explore balances against a partner using their prior knowledge. These balances are for teacher reference to guide children where needed.
Travel & Linking Actions	WALT	Core Strength Straight	Trunk T-Lever Scissor Kick	<ol style="list-style-type: none"> <li>1. Begin in the straight position</li> <li>2. With arms raised lunge forwards</li> <li>3. Perform the T-Lever</li> <li>4. Scissor Kick legs into the air, ensuring they are straight.</li> <li>5. Tighten core to hold the inverted straight shape.</li> </ol> <a href="https://www.youtube.com/watch?v=U2LAKediqss">https://www.youtube.com/watch?v=U2LAKediqss</a>
	<i>Lunge into a handstand</i>			
	Prior Knowledge			
	<i>Children have learned the handstand</i>			
	How Knowledge is progressive			
	<i>Children are making movements between handstands more fluid</i>			
	WALT	Core Strength	Trunk T-Lever Scissor Kick Lead Leg Lunge	<ol style="list-style-type: none"> <li>1. Begin in the lunge position</li> <li>2. Form the T-Lever to begin the action</li> <li>3. Use the Scissor Kick action to generate momentum</li> <li>4. Keep the body in a side stance so both hands are on the floor</li> <li>5. Using core strength keep the trunk, arms and legs as straight as possible</li> <li>6. Land on the lead leg</li> </ol> <a href="https://www.youtube.com/watch?v=FERLKi_vjuM">https://www.youtube.com/watch?v=FERLKi_vjuM</a>
	<i>Lunge into a cartwheel</i>			
	Prior Knowledge			
	<i>Children have learned the cartwheel</i>			
	How Knowledge is progressive			
	<i>Children are making movements between cartwheels more fluid</i>			
Rolls	WALT		Hurdle Step	<ol style="list-style-type: none"> <li>1. Begin in the straight position.</li> <li>2. With arms raised above the head, lunge forwards.</li> <li>3. In the lunge position drive the rear leg upwards to create the momentum</li> <li>4. Take off with the standing leg.</li> </ol> <a href="https://www.youtube.com/watch?v=ZOkqLpJiLCE">https://www.youtube.com/watch?v=ZOkqLpJiLCE</a> <a href="https://www.youtube.com/watch?v=1pT5fBSkUHE">https://www.youtube.com/watch?v=1pT5fBSkUHE</a>
	<i>Hurdle Step</i>			
	Prior Knowledge			
	<i>Children have learned to gallop and leap</i>			
	How Knowledge is progressive			
	<i>Children are using the gallop and leap to form the hurdle step to later use as an entry movement to cartwheels and handstands.</i>			
	WALT	Forward Roll Standing straight	Shoulder width Pike 3 point balance Rotate	<ol style="list-style-type: none"> <li>1. Begin in the straight position</li> <li>2. Flex the hips and place the hands on the floor.</li> <li>3. As the body falls forward push off with the legs to increase momentum.</li> <li>4. Keep the legs in the pike position as the body rotates through the action.</li> <li>5. Finish in the straight position.</li> </ol> <a href="https://www.youtube.com/watch?v=8W5UCL15DpQ">https://www.youtube.com/watch?v=8W5UCL15DpQ</a>
	<i>Perform a Pike Forward Roll</i>			
	Prior Knowledge			
	<i>Children have learned the forward roll</i>			
	How Knowledge is progressive			
	<i>Children are beginning to develop control of actions to develop technique by maintain the pike position through the forward roll.</i>			
Jumps	WALT	Bend Power Extend	Cat Leap Lift Off Flight	<ol style="list-style-type: none"> <li>1. Begin in a neutral position</li> <li>2. Abduct the arms to the side</li> <li>3. Lift off with lead leg, keeping standing leg straight.</li> </ol>
	<i>To perform a cat leap with full turn</i>			
	Prior Knowledge			
	<i>Children have learned the cat leap</i>			






## Gymnastics Exemplification

	<b>How Knowledge is progressive</b>	Twisting	Half Turn	4. Jump with the standing leg using a twisting force, keeping both feet point to the floor during flight. 5. During flight phase perform a full turn 6. Land using the lift off leg and finally the standing leg.			
	Children are developing their half to a full turn whilst performing the cat leap						
<b>Combination &amp; Sequences</b>	<b>WALT</b>	Partner	Sequence In Time	Children to put together a sequence of 5 actions using all acquired knowledge.			
	Create a movement, balance and shape sequence, showing control, form and fluidity.						
	<b>Prior Knowledge</b>						
	Children have made sequences of actions using different levels.						
	<b>How Knowledge is progressive</b>						
	Children are creating a sequence using their prior knowledge and new knowledge of a range of actions						
<b>Spatial Awareness</b>	<b>WALT</b>	Mat	Space Area Edge Direction				
	Maximise the use of height, levels and space to increase the effectiveness of their performance and their gymnastic skills.						
	<b>Prior Knowledge</b>						
	Children have maximised use of floor space						
	<b>How Knowledge is progressive</b>						
	Children are maximising the 3D space around them						



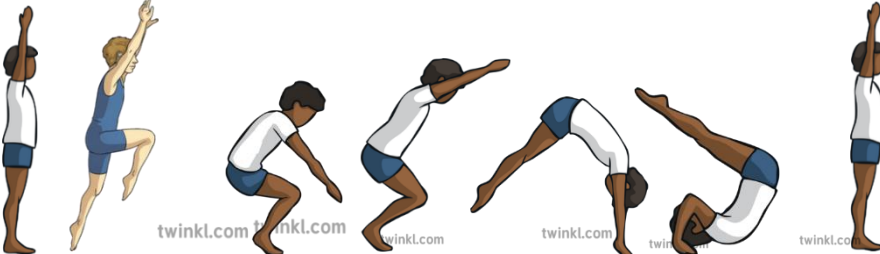




Gymnastics Exemplification

Year 6	Objective	Tier 2 Vocab	Tier 3 Vocab	Example	
Shapes & Balances	<b>WALT</b>	Same Different Sitting Straddle Pike Support Back Front dish	Balance Symmetry Back to back Side by Side Head to head Feet to feet Face to face Body Weight Counter Weight Symmetry Unison	Children are to develop the technique of their partner weight balances by pointing hands and feet, making balances more stable and keeping the body in straight lines where possible.	
	Perform partner weight balances with technique and use group formations			Children can use group formations to demonstrate a range of the balances they can remember in unison or in symmetry.	
	<b>Prior Knowledge</b>			<a href="https://www.youtube.com/watch?v=Xfq8ETJuiPI">https://www.youtube.com/watch?v=Xfq8ETJuiPI</a>	
	<i>Children have learned the basic shapes and symmetrical balances</i>			<div><div>unison</div><div>All children perform the same action at the same time.</div></div>  <div><div>symmetrical</div><div>Using the middle of the stage as a mirror to reflect a performance.</div></div> 	
	<b>How Knowledge is progressive</b>				
	<i>Children are beginning to use asymmetrical balances holding theirs and a partners weight by developing strength.</i>				
					

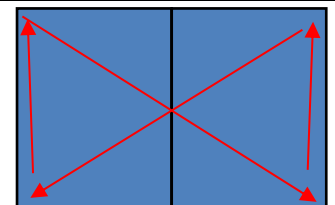


## Gymnastics Exemplification

	<b>WALT</b>		Hurdle Step	<p>Begin in the straight position. With arms raised above the head, lunge forwards. In the lunge position drive the rear leg upwards to create the momentum Take off with the standing leg.</p> <p><a href="https://www.youtube.com/watch?v=ZOkqLpJiLCE">https://www.youtube.com/watch?v=ZOkqLpJiLCE</a></p> <p><a href="https://www.youtube.com/watch?v=1pT5fBSkUHE">https://www.youtube.com/watch?v=1pT5fBSkUHE</a></p> 
	<i>Hurdle Step into a cartwheel</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned to hurdle step</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are using the gallop and leap to form the hurdle step to later use as an entry movement to cartwheels and handstands.</i>			
<b>Rolls</b>	<b>WALT</b>	Backward Roll Standing straight	Shoulder width Pike 3 point balance Rotate	<ol style="list-style-type: none"> <li>1. Begin in the straight position</li> <li>2. Lean backwards and flex the hips into the pike position</li> <li>3. Bend the arms backwards at the shoulder, using the hands to cushion the fall.</li> <li>4. Before touching the floor, push off with the legs to gain momentum.</li> <li>5. Allow the back to roll on the floor as the body rotates through, maintaining the pike position.</li> <li>6. Place the feet back on the floor and stand up in the straight position.</li> </ol> <p><a href="https://www.youtube.com/watch?v=1NTVuBlrWLw">https://www.youtube.com/watch?v=1NTVuBlrWLw</a></p> 
	<i>Perform a Pike Backward Roll</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned the forward roll</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are beginning to develop control of actions to develop technique by maintain the pike position through the forward roll.</i>			
	<b>WALT</b>	Straight Dive Forward Roll	Hurdle Step Momentum	<ol style="list-style-type: none"> <li>1. Begin in the straight position</li> <li>2. Perform the hurdle step to gain momentum</li> <li>3. Take off with both feet together</li> <li>4. Flex the hips and point arms to the floor using the hands to cushion the landing.</li> <li>5. Use a 3 point balance (head, 2 arms) and allow The body to rotate through the action.</li> <li>6. Return to standing</li> </ol> <p><a href="https://www.youtube.com/watch?v=oMbFDm-n6EY">https://www.youtube.com/watch?v=oMbFDm-n6EY</a></p> 
	<i>Perform a Dive Forward Roll</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned the forward roll and hurdle step</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are learning to perform the forward roll beginning with a hurdle step and dive.</i>			
<b>Jumps</b>	<b>WALT</b>	Straight	Split Leap Take Off Flight Extend	<ol style="list-style-type: none"> <li>1. Begin in the straight position</li> <li>2. Take off with both feet</li> <li>3. During flight, extend one leg out in front and 1 leg behind</li> <li>4. Keep arms in a 'V' shape</li> <li>5. Land and return to the straight shape.</li> </ol> <p><a href="https://www.youtube.com/watch?v=vVh-51WhTO4">https://www.youtube.com/watch?v=vVh-51WhTO4</a></p> 
	<i>To perform a split leap</i>			
	<b>Prior Knowledge</b>			
	<i>Children have learned the cat leap</i>			
	<b>How Knowledge is progressive</b>			
	<i>Children are developing their leg flexibility in jumps</i>			
	<b>WALT</b>		Stag Leap	<ol style="list-style-type: none"> <li>1. Begin in the straight position.</li> <li>2. To gain momentum perform a chassis step.</li> </ol> 
	<i>To perform a stag leap</i>			

## Gymnastics Exemplification

	<b>Prior Knowledge</b>		Landing	3. Push off with the lead leg and drive through with the back leg 4. During flight keep the front leg bent at the knee and the rear leg extended.  <a href="https://www.youtube.com/watch?v=XaGTVFWS9qY">https://www.youtube.com/watch?v=XaGTVFWS9qY</a>			
	<i>Children have learned the cat leap</i>						
	<b>How Knowledge is progressive</b>						
	<i>Children are developing their leg flexibility in jumps</i>						
<b>Com bin ati on &amp; Se qu en ces</b>	<b>WALT</b>	Partner	Sequence In Time	Children to put together a sequence of 5 actions using all acquired knowledge.			
	<i>Create a movement, balance and shape sequence, showing control, form and fluidity.</i>			<u>Shapes &amp; Balances</u>	<u>Travel</u>	<u>Rolls</u>	<u>Jumps</u>
	<b>Prior Knowledge</b>			Straight pike tuck star straddle Matched and contrasted shapes and balances Partner weight balances	Tip-toeing Hopping Skipping Gallop hopscotch Lunge to cartwheel Lunge to handstand	Pencil Roll Egg Roll Teddy Bear Roll Crouched forward roll Standing Forward Roll Crouched Backwards Roll Pike Forward Roll	Straight Jump Jumping Jack Cat Spring to straddle Straight jump with full turn Star Jump Pike Jump Straddle Jump Cat Leap with full turn
	<b>How Knowledge is progressive</b>			Can comment on and evaluate a gymnastics routine used correct vocabulary, justifying why the composer has created the routine in a particular way			
	<i>Children are creating a sequence using their prior knowledge and new knowledge of a range of actions</i>						
<b>Sp ati al A wa re ne ss</b>	<b>WALT</b>	Mat	Space Area Edge Direction	Whilst using the full area available, children can use a range of heights during a sequence. Can they perform actions low to the ground such as a forward roll as well as actions using flight , such as a straddle jump.			
	<i>Maximise the use of height, levels and space to increase the effectiveness of their performance and their gymnastic skills.</i>						
	<b>Prior Knowledge</b>						
	<i>Children have maximised use of floor space</i>						
	<b>How Knowledge is progressive</b>						
	<i>Children are maximising the 3D space around them</i>						



Gymnastics Exemplification