

The Craylands School KS1 Long term subject: Gymnastics

Aims <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities 			
Skills <ul style="list-style-type: none"> ▪ 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 		Knowledge <ul style="list-style-type: none"> ▪ lead healthy, active lives. 	
		Term 1	
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.		
Year 1 Term 2	Gym - Flight		
Link to prior learning			
Vocabulary	Bounce Hop Feet Launch landing		
Learning objectives	Context	Skills	Knowledge
To jump in different ways	How else can we travel around the room other than running?	<ul style="list-style-type: none"> • To bounce, hop and jump using a variety of take offs and landings 	<ul style="list-style-type: none"> • Can they use appropriate vocabulary to describe what they see? • Can they describe different launching and landing positions?
To jump with and without apparatus	Can we jump high? Can we jump around each other? How can we use apparatus to jump?	<ul style="list-style-type: none"> • To bounce, hop and jump using a variety of take offs and landings 	
To make wide and thin shapes	How can you make wide shapes in the air?	<ul style="list-style-type: none"> • To observe, recognise and copy body shapes 	

To change levels after a jump	How can you jump up high and sink down low after?	<ul style="list-style-type: none"> To bounce, hop and jump using a variety of take offs and landings 	
To use hands and feet to bounce	How can you use your hands and feet to bounce along?	<ul style="list-style-type: none"> To bounce, hop and jump using a variety of take offs and landings 	
To join floor and air movements	How can you join a movement along the floor to one in the air?	<ul style="list-style-type: none"> To bounce, hop and jump using a variety of take offs and landings To link actions 	
Year 1 Term 3	Gym – Points and patches		
Link to prior learning	Year 1 term 2		
Vocabulary	Balance	Large	Small Travel Legs Stomach Arms hands
Learning objectives	Context	Skills	Knowledge
To balance on body parts	What small parts of the body can you take weight onto?	<ul style="list-style-type: none"> To hold still balances positions on large or small body parts To adapt floorwork safely onto apparatus 	<ul style="list-style-type: none"> Can they recognise small and large body parts? Can the recognise different balances?
To vary level of balances	How can you balance up high and down low?	<ul style="list-style-type: none"> To hold still balances positions on large or small body parts To adapt floorwork safely onto apparatus 	
To balance on body parts	What large parts of the body can you take weight onto?	<ul style="list-style-type: none"> To hold still balances positions on large or small body parts To adapt floorwork safely onto apparatus 	

To move around the room on body parts	Can you move around the room on the same body parts you have balanced on?	<ul style="list-style-type: none"> To travel on different body parts including hands 	
To move between balances	How can you move from one balance to another?	<ul style="list-style-type: none"> To link two balances together 	
To change speed of movements	How can you change the speed of the balances and movements into and out of balances?	<ul style="list-style-type: none"> To hold still balances positions on large or small body parts To adapt floorwork safely onto apparatus 	
Year 1 Term 5	Rolling		
Link to prior learning	Year 1 terms 2 & 3		
Vocabulary	Roll Turn Spin Rock Curl Transfer weight		
Learning objectives	Context	Skills	Knowledge
To rock and roll	How can we rock and roll safely? What do we need to do with our bodies?	<ul style="list-style-type: none"> To spin, rock, turn and roll with control 	Can they perform different rolls?
To rock/roll on different body parts	Which body parts can you rock and/or roll on?	<ul style="list-style-type: none"> To spin, rock, turn and roll with control 	
To join movements and rolls	How can you join a jump and a roll together?	<ul style="list-style-type: none"> To plan and link movement together To spin, rock, turn and roll with control 	
To roll out stretched	How can we roll and end out stretched?	<ul style="list-style-type: none"> To work safely around others To spin, rock, turn and roll with control 	

To roll on and around apparatus	How can you come off your apparatus and roll away from it?	<ul style="list-style-type: none"> To adapt work from the floor onto apparatus To spin, rock, turn and roll with control 	
To turn in the air	How can you turn in the air whilst jumping?	<ul style="list-style-type: none"> To spin, rock, turn and roll with control 	
Year 2 Term 4	Gym – Parts high and parts low		
Link to prior learning	Year 1 terms 2, 3 & 5		
Vocabulary	High	Low	Contrasting Speed Shapes travelling
Learning objectives	Context	Skills	Knowledge
To explore levels of movement	How can you get body parts up high? How can you get body parts down low?	<ul style="list-style-type: none"> To travel and balance showing different body parts high or low 	<ul style="list-style-type: none"> Can they understand the different between low and high? Can they understand and use contrasting shapes?
To explore levels of movement	How can you move with your bottom up high?	<ul style="list-style-type: none"> To show contrasts in shape and speed To travel and balance showing different body parts high or low 	
To take weight in hands	How can you take your weight on your hands to get your feet up high?	<ul style="list-style-type: none"> To travel and balance showing different body parts high or low 	
To travel with body parts high	How can you move around the room with some body parts up high?	<ul style="list-style-type: none"> To travel and balance showing different body parts high or low 	
To balance	How can you make a bridge shape/arch shape with high body parts?	<ul style="list-style-type: none"> To link 3 movements together in a sequence 	

		<ul style="list-style-type: none">• To travel and balance showing different body parts high or low	
To work with a partner	Can your partner suggest ways of improving your bridge/arch? Can they travel around you?	To adapt and transfer work from the floor to apparatus.	

The Craylands School KS2 Long term subject: Gymnastics

Aims <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities 			
Skills <ul style="list-style-type: none"> • 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 		Knowledge lead healthy, active lives.	
Year 3 Term 3	Gym – stretching, curling and arching		
Link to prior learning	Year 2 term 4		
Vocabulary	Balances Stretched curled		
Learning objectives	Context	Skills	Knowledge
To make curled shapes	What does a curled shape look like? What parts of our body can we curl?	<ul style="list-style-type: none"> • To travel and jump fluently • To hold balance positions demonstrating stretched and curled shapes • To create a sequence with a partner • To adapt from floor to apparatus 	Can they recognise different curled balances?
To make stretched shapes	What does a stretched shape look like? What parts of our body can we stretch?	<ul style="list-style-type: none"> • To adapt from floor to apparatus 	Can they recognise different stretch balances?

To make arched shapes	What does an arched shape look like? What parts of our body can we arch?	<ul style="list-style-type: none"> To adapt from floor to apparatus 	
To combine movements	How can we link an arched/stretched movement to a curled movement?	<ul style="list-style-type: none"> To receive and transfer body weight safely To adapt from floor to apparatus 	
To work with a partner	How can we move around each other using arched and curled movements?	<ul style="list-style-type: none"> To identify how a sequence can be improved To adapt from floor to apparatus 	
To contrast	What are contrasting movements/shapes? How can we link these?	<ul style="list-style-type: none"> To adapt from floor to apparatus 	
Year 3 Term 5	Gym – symmetry and asymmetry		
Links to prior learning	Year 2 term 4 Year 3 term 3		
Vocabulary	Symmetry Asymmetry Speed level		
Learning objectives	Context	Skills	Knowledge
To understand what symmetrical and asymmetrical shapes are	Can you make shapes which are even in appearance? That are not even?	<ul style="list-style-type: none"> To move and balance showing specific planned shapes and variation in speed and level. To individually and in pairs say why they like a sequence To adapt and transfer skills onto apparatus	Can they understand what symmetry and asymmetry are?
To travel symmetrically	How can you move around the room with both sides of the body looking the same?		

To balance symmetrically	How can you balance with both sides of the body looking the same?		
To balance asymmetrically	How can you balance with both sides of the body looking different?		
To join balances and movements	Can you join some of the balances and movements together?		
To create a sequence with symmetrical and asymmetrical elements	What other movements are needed to join some of the balances and movements together in a sequence?		
Year 4 Term 4	Gym – Balance		
Link to prior learning	Year 1 term 3		
Vocabulary	Balances Bases Variations Speed Shape levels		
Learning objectives	Context	Skills	Knowledge
To travel on up to 4 body points	What are your body points? How can we move on 4 of them?		
To balance on 3 body points at least	How can we balance on 3 body parts?	<ul style="list-style-type: none"> To use different body parts to balance on and know which combinations produce stable bases. 	<ul style="list-style-type: none"> Can they recognise stable and unstable bases? Can they think of balances that create stable bases?
To balance with feet above the head	How can we balance with our feet above our heads?	<ul style="list-style-type: none"> To balance and show specific planned body shapes 	
To balance wide and narrow	What narrow balances can we hold? What wide balances can we hold?	<ul style="list-style-type: none"> 	
To combine stretched balances	How can we combine stretched balances together?	<ul style="list-style-type: none"> To move into and from balances 	<ul style="list-style-type: none"> Can they recognise stable and unstable bases? Can they think of balances that create stable bases?
To combine balances	What other movements can we make between balances?	<ul style="list-style-type: none"> To move into and from balances 	<ul style="list-style-type: none"> Can they recognise stable and unstable bases?

		<ul style="list-style-type: none"> To create a sequence on balance showing planned variations in shape, speed and levels 	<ul style="list-style-type: none"> Can they think of balances that create stable bases?
Year 5 Term 3	Gym - bridges		
Link to prior learning	Year 4 term 4		
Vocabulary	Bridge Arch Back balance		
Learning objectives	Context	Skills	Knowledge
To create bridge shapes	How can we create a bridge shape with our bodies?	<ul style="list-style-type: none"> To use balancing on body parts creating bridge shapes on own and with a partner. 	
To vary level working at	How can we vary the height of our bridges?	<ul style="list-style-type: none"> To use balancing on body parts creating bridge shapes on own and with a partner. 	
To link bridge movements	How can we link the bridge positions with other movements?	<ul style="list-style-type: none"> To use balancing on body parts creating bridge shapes on own and with a partner. 	Can they recognise what is needed in a sequence and what is missing?
To combine movements	How can we link the bridge positions with other movements?		Can they recognise what is needed in a sequence and what is missing?
To make bridge shapes with a partner	How can we create a bridge position with others?	<ul style="list-style-type: none"> To use balancing on body parts creating bridge shapes on own and with a partner. To work with a partner 	
To create a sequence	What other movements and methods of travel can you include in a sequence with bridges?	<ul style="list-style-type: none"> To understand how sequences are constructed and recognise when something is missing. 	Can they recognise what is needed in a sequence and what is missing?
Year 5 Term 5	Gym – Functional use of the limbs		
Links to prior learning	Year 3 term 3 Year 4 term 1		

	Year 4 term 4 Year 5 term 3		
Vocabulary	Pushes Pulls Swings Grips travelling		
Learning objectives	Context	Skills	Knowledge
To push and swing	How can you travel pushing against the floor with hands and arms?	<ul style="list-style-type: none"> To push, pull swing and grip 	Can they recognise that all gymnastics skills use variations of pushes, pulls, grips and swings?
To use pulling actions	How can you using a pulling action to travel around?	<ul style="list-style-type: none"> To push, pull swing and grip 	
To develop rolls	How can you use rolls? Can you push into a shape from a roll?	<ul style="list-style-type: none"> To adapt, refine and improve specific skills 	
To develop variety of jumps	What other types of jumps can you perform?	<ul style="list-style-type: none"> To adapt, refine and improve specific skills 	
To perform on apparatus	How can you travel with the apparatus using swings, pushes and pulls?	<ul style="list-style-type: none"> To design longer sequences to use planned variations in shape, speed and direction To work in pairs to evaluate and improve composition 	
Year 6 Term 3	Gym – matching, mirroring and contrasting		
Link to prior learning	Year 3 term 3 & 5 Year 5 term 5		
Vocabulary	Mirroring Matching Contrasting Back to back Face to face Side by side		
Learning objectives	Context	Skills	Knowledge
To work with a partner To create contrasting shapes	How can you create contrasting shapes whilst working with a partner?	<ul style="list-style-type: none"> To demonstrate contrasting, matching and mirroring balances and movements To use different spatial relationships e.g. side by side, face to face, meet and part 	Can they recognise contrasting, matching and mirroring balances and movements?

To perform simultaneously with another	How can you ensure that you are doing the same action at the same time?	<ul style="list-style-type: none"> • To work in pairs to construct, practise and improve sequences • To use different spatial relationships e.g. side by side, face to face, meet and part 	
To perform a sequence simultaneously with a partner	What movements and balances can you both do at the same time? How will you move between them?	<ul style="list-style-type: none"> • To work in pairs to construct, practise and improve sequences • To use different spatial relationships e.g. side by side, face to face, meet and part 	
To use symmetrical and asymmetrical movements	What symmetrical and asymmetrical shapes can you and a partner make?	<ul style="list-style-type: none"> • To work in pairs to construct, practise and improve sequences 	
To mirror a partner's actions	How does a mirror image move in relation to you?	<ul style="list-style-type: none"> • To work in pairs to construct, practise and improve sequences • To use different spatial relationships e.g. side by side, face to face, meet and part 	
To create a sequence	How can you add all of the movements looked at into a sequence? How can you include the apparatus?	To transfer to apparatus	