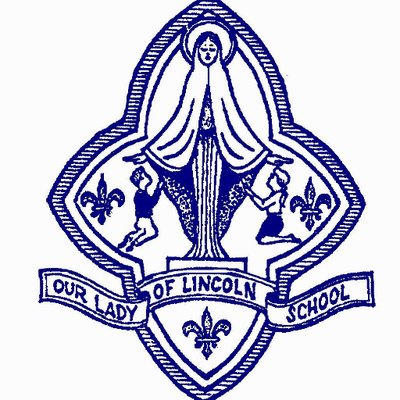
**Our Lady of Lincoln Catholic Primary School**

**Gymnastics Curriculum**



**PE Whole School Long Term Overview**

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|  | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 |
| YEAR 1 | Gymnastics  **Can we know and perform a series of jumps?** | Dance  (other cultures)  **Can I create a simple African dance sequence?** | Athletics  **Can I run for a variety of purposes?** | Throwing & Catching Skills  **Can I throw and hit a target?** | Striking & Fielding Skills  **Can I strike a ball in different games?** | Floor Ball Skills  Passing & Receiving  **Can I pass the ball in a game?** |
| YEAR 2 | Gymnastics  **Can you perform balances in different ways?** | Dance  (musical theatre)  **Can dance represent a character?** | Athletics  **Can I run for speed and distance?** | Swimming | Football  **Can I pass the ball in different ways?** | Rounders  **Can I field in a rounders game?** |
| YEAR 3 | Gymnastics  **Can I perform balances, jumps and rolls in a sequence?** | Dance  (Film Soundtracks)  **Can I tell a story using dance?** | Athletics  **Can I run and jump over hurdles?** | Swimming | Cricket  **Can I strike a ball accurately for distance?** | Netball  **Can I shoot a netball successfully?** |
| YEAR 4 | Gymnastics  **Can I use a vault to perform gymnastics movements?** | Dance  (Rock and Roll)  **Can I perform my own rock and roll dance sequence?** | Athletics  **Can I execute a range of throws?** | Swimming | Rounders  **Can I use my throwing and catching skills to support my team?** | Hockey  **Can I play a game of hockey and follow the rules?** |
| YEAR 5 | Gymnastics  **Can I perform a range of complex jumps in gymnastics?** | Dance  (Street Dance)  **Can I use popping and locking in a street dance sequence?** | Athletics  **Can I perform a long distance jump?** | Swimming | Cricket **Can I field well to help my team in a game of cricket?** | Football **Can I keep and win back possession in a game of football?** |
| YEAR 6 | Gymnastics  **Can I perform group sequences?** | Dance  (Samba / Carnival)  **Can we perform a samba routine?** | Athletics  **Can I run over a sustained distance?** | Swimming | Rounders  **Can I use fielding techniques to help my team in Rounders?** | Rugby  **Can I pass a ball in a rugby game?** |

**Year 1 PE Programme of Study**

**Project:**     Gymnastics

**Question:**   Can we know and perform a series of jumps?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  Raise aspiration by showing clips of both male and female gymnasts including British World Champion Max Whitlock and Beckie Downie.  **To know that it is important to stretch our bodies before gymnastics. (Health)**   * Stretching our bodies should be the start of any exercise to get our bodies ready.In gymnastics it is vital to stretch every muscle and to hold the stretches to prevent injury.Stretching also helps us focus on the challenges ahead. * It is important to have a bank of stretches that the children know and some children can begin to lead the class in this part. * Stretches should progress and get harder as gymnasts develop in confidence.   **To know how to perform simple gymnastic rolls.**   * Log roll (controlled) – roll where the body is straight with arms by the side * Curled side roll (egg roll) (controlled) – legs tucked in * Teddy bear roll (controlled)- legs open and stretched out like a v shape * Use the correct vocabulary and try to model or show clips.   **To know how to carry out a range of jumps.**  There are a few jumps that the children should explore, practise and perfect.   * Straight jump – where your whole body remains straight with legs slightly apart. * Tuck jump- you tuck your legs in as you jump * Jumping jack- is like a star jump, as you jump your legs and arms point outwards like a star. * Half turn jump- you turn a half turn as you are in the air so end up facing the opposite way. * Cat spring – where you transfer from one foot onto the other in the jump.   Use the correct vocabulary and try to model or show clips.  **To know how to use a springboard**   * To link to the jumps lesson and practise a straight jump from the spring board. * To look at how this could form a sequence. * To look at how some professionals use the springboard.   **To know how to perform simple gymnastic elements**   * A bunny hop is from standing position to crouching on the floor with feet and hands on the floor and legs bent and together in the air. ( this can take some time to perfect) * A front support wheelbarrow involves the use of a partner and the partner hold the legs of the other partner and they have their hands on the floor.   **To know how to travel in gymnastics.**   * Children are given time to practise travelling using tiptoes, different steps and hopping. ( used in YR) * To use the steps used in a hopscotch game travel across the floor. ( children should be familiar as they play it at break times) * To also use skipping and galloping to travel across the floor. * To compare the ways of travelling and be able to link the movements.   **To know how to perform some gymnastic balances.**   * To know the differences between standing and kneeling balances and using different body parts. * Star- with arms stretched out * Pike- straight back, arms by the ears reaching up. Legs straight and together with toes pointed. * Tuck- straight back with toes pointed. Legs together and NOT crossed. * Straddle shapes-  straight back and arms out to the sides and extended. Legs straight with pointed toes. Use the correct vocabulary and try to model or show clips.   **To know what a good gymnastic sequence looks like and has a beginning, middle and an end**,   * A sequence is a collection of movements that link together. * To know that even two actions linked together make a sequence. * To practise strategies from moving from one to another. Children begin to make positive comments about each other’s sequences.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  **Gymnastics General**  Create and perform a movement sequence.  Copy actions and movement sequences with a beginning, middle and end.  Link two actions to make a sequence.  Recognise and copy contrasting actions (small/tall, narrow/wide)  Travel in different ways, changing direction and speed.  Hold still shapes and simple balances.  Carry out simple stretches.  Carry out a range of simple jumps, landing safely.  Move around, under, over, and through different objects and equipment.  Begin to move with control and care.  **Gymnastic Rolls**  Log roll (controlled) Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  **Gymnastic Jumps**  Straight jump, Tuck jump ,Jumping jack ,Half turn jump ,Cat spring  **Gymnastics Vaults**  Straight jump off springboard  **Gymnastics Handstands, cartwheels, roundoffs**  Bunny hop  Front support wheelbarrow with partner  **Gymnastics Travelling**  Tiptoe, step, jump and hop  Hopscotch Skipping Galloping  **Gymnastics Balancing**  Standing balances Kneeling balances  Pike, tuck, star, straight, straddle shapes | **Core vocabulary:**  **Tier 3**  Vault  Muscles  Tuck  Cat spring  Springboard  Pike  Half turn jump  Straight jump  Stretches  Landing  Jumping jack  Star  **Tier 2**  Balance  Warm up  Stretch  Rolls  Jumps  Travel |
| **Curriculum threads to be covered:-**  **Reading** – N/A  **Computing** – N/A  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop these skills when practising various gymnastics elements; to grow in confidence when applying these elements to make a sequence).* * To encourage respect for other people *(to respect themselves and others when making positive comments about each other’s sequences).*   **PSHE** – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Eat Well*** (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***I can eat a rainbow***  (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Healthy Me*** (Year 1)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Super Sleep*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year R  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 2 PE Programme of Study**

**Project:**   Gymnastics

**Question:**   Can you perform balances in different ways?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  Show clips of gymnasts – especially on the balance beam – Ellie Downie  **To know how to behave safety when performing movements in gymnastics. (Health)**   * To be able to jump onto and off the equipment safely. * To move with care and caution. * To use the springboard carefully and under supervision.   **To know how to jump in a variety of ways.**   * To refresh the jumps practised and used in Y1. * Straight jump, Tuck jump, Jumping jack,,Half turn jump , Cat spring and have high expectations that they should know these well. * Cat spring to straddle this is new to the children and involves starting in the cat spring jump and finishing in a straddle position.   **To know how to use many rolls in gymnastics.**   * Some of the rolls have been taught in year 1 so the children should build on this knowledge: Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) * A new roll for year 2 are the Rocking for forward roll – where you rock forwards and backwards first in positions * Crouched forward roll- where you start in a crouched position.   **To know how to perform more complex gymnastic movements.**   * These steps have been taught in year 1 and may need revision: Bunny hop, Front support wheelbarrow with partner. * New steps are T Lever switch feet- Hit a T (hold for one gymnastics) on the way down. Place hands on the ground and lift your front leg off the ground creating an L shape with your legs. Make sure your back leg remains in a straight line with the rest of your body. Keep straight legs and point your toes. * Scissor Kick: A jump from one foot to the other alternately kicking one leg up and then the other with legs straight, simulating the motion of scissors   **To know how to perform some gymnastic balances.**   * To know and use the standing and kneeling balances from Y1. * To know large body part balances such as bottom, tummy. * To hold a still shape whilst balancing on different points of the body.   **To know how to perform balances on apparatus.**   * To use apparatus such as benches and vaults. To use the balances that have been taught in year R, 1 and 2.   **To know how to perform balances with partners and simple sequences.**   * To practise all of the balances taught so far. To then do balances with a partner Pike, tuck, star, straight, straddle shapes.   **To know how to travel using a springboard.**   * Tuck and straight jumps are both covered in year 2 and 1 and the next step is to perform them using a springboard. * A new step in this year group is hurdle step onto the springboard, hurdle step is one foot on to the other as over a hurdle.   **To know how to link movements to build a sequence.**   * This was taught in Y1 so build on from this and learn new ways to link movements. * Linking movements can be high to low or low to high positions. Linking can be fast to slow or slow to fast movements. Linking can be a slow walk into a shape or movement.   **To know how to copy, explore and remember actions and movements to create their own sequence.**   * To revise ways of travelling in gymnastics. * Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn * To build whole topics work into sequences.   **To know how to begin to comment on others’ sequences. (Communication)**   * To use vocabulary of the movements and comment on if they are accurate and how they can be better.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Jump in a variety of ways and land with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care  Log roll (controlled) Curled side roll (egg roll) (controlled)  Teddy bear roll (controlled)  Rocking for forward roll Crouched forward roll  Straight jump  Tuck jump  Jumping jack  Half turn jump  Cat spring  Cat spring to straddle  Hurdle step onto springboard  Straight jump off springboard  Tuck jump off springboard  Bunny hop  Front support wheelbarrow with partner  T-lever  Scissor kick  Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn  Standing balances Kneeling balances  Large body part balances  Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes  Front and back support | **Core vocabulary:**  **Tier 3**  Hurdle  Control  Roll  Tuck  Movement  Controlled  Complex  Scissor kick  Transfer  Core  Spring  Galloping  **Tier 2**  Jump  balance  straight  forwards  backwards |
| **Curriculum threads to be covered:-**  **Reading** – N/A  **Computing** – N/A  **British Values:**   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop these skills when exploring and remembering actions and movements learnt to create their own sequence; to develop self-confidence when commenting on others’ sequences and explaining how they can be better).* * To encourage respect for other people *(to show respect for others when observing others’ sequences and comment on how they can be better; to develop positive ways of communicating ideas to others).*   **PSHE** – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***What does my body do?***(Year 2) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 1: To know that it is important to stretch our bodies before gymnastics. To know how to perform simple gymnastic rolls.  To know how to carry out a range of jumps. To know how to use a springboard. To know how to perform simple gymnastic elements. To know how to travel in gymnastics. To know how to perform some gymnastic balances. To know what a good gymnastic sequence looks like and has a beginning, middle and an end.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 3 PE Programme of Study**

**Project:**    Gymnastics

**Question:**   Can I perform balances, jumps and rolls in a sequence?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **Show clips of Svetlana Khorkina to raise aspiration**  **To know how to stretch and prepare for gymnastics. (Health)**   * To have a series of warm up and cool down stretches which the children can lead and talk through. * They must do longer stretches to really warm up and cool down arms and legs ready for learning or gym activity.   **To know how to add jumps into sequences.**   * These jumps have been taught across year 1 and 2 :Straight jump , Tuck jump ,Jumping jack ,Star jump **Straddle jump** ,( In a straddle jump you want your legs straight and feet pointed with your core squeezed. You also want your legs to be splitting evenly on both sides.) Pike jump ,Straight jump half-turn ,Cat leap, Hurdle step onto springboard. * The children will need to know use these in sequences too. * They will need to begin to show more flexibility in their movements too. * To be able to develop the quality of their actions, shapes and balances. * Move with coordination, control and care and encourage the children to perfect movements.   **To know how to use different rolls in gymnastics.**   * To reinforce rolls from previous learning ( y1 and 2) this is Crouched forward roll  and now to move onto a Forward roll from standing and a Tucked backward roll. * The rolls shouldn’t be new to them but their movements should be sharper and tighter. They should be able to complete them and explain what they are doing and link the rolls together .   **To know how to use different balances on apparatus and with a partner.**   * Large and small body part balances, including standing and kneeling balances as in year 1 and 2 * The new element is that the balances on apparatus and build in matching and contrasting partner balances and use the balances that they already know and perfecting them.   **To know how to do more complex movements in gymnastics.**   * To know how to do a handstand. * To begin to lunge into a handstand cartwheel.   **To know how to begin to use the vault in gymnastics.**   * To know how to behave safely on the vault and how to get off and on. * Squat on vault ,Star jump off ,Tuck jump off ,Straddle jump off , Pike jump off all from the vault.   **To know how to choose ideas to compose a movement sequence independently and with others.**   * To use skills from year R, 1, 2 in the sequences that children have composed themselves. * To practise linking skills and using the correct vocabulary and understanding what a good one looks like.   **To know how to link combinations of actions with increasing confidence, including changes of direction, speed or level. (Aspiration)**   * To know how to use fast and slow speeds to link movements. * To show confidence using body language and stance. * To be able change direction using fast and slow speeds. * To use all of skills from year 1 and 2 and 3. * To watch clips of famous gymnasts to gain inspiration.     .**Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Choose ideas to compose a movement sequence independently and with others.  Link combinations of actions with increasing confidence, including changes of direction, speed or level.  Develop the quality of their actions, shapes and balances.  Move with coordination, control and care.  Use turns whilst travelling in a variety of ways.  Use a range of jumps in their sequences.  Begin to use equipment to vault.  Create interesting body shapes while holding balances with control and confidence.  Begin to show flexibility in movements  Crouched forward roll Forward roll from standing Tucked backward roll  Straight jump  Tuck jump  Jumping jack  Star jump  Straddle jump  Pike jump  Straight jump half-turn  Cat leap  Hurdle step onto springboard  Handstand  Lunge into handstand Cartwheel  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap  Large and small body part balances, including standing and kneeling balances  Balances on apparatus Matching and contrasting partner balances   Pike, tuck, star, straight, straddle shapes Front and back support | **Core vocabulary:**  **Tier 3**  Straddle  Hurdle  Co- ordination  Sequence  Combinations  Perfect  Controlled  Vault  Forward roll  Tucked backwards roll  Crouched forwards roll  Pike  **Tier 2**  Balance  Roll  Jump  turn |
| **Curriculum threads to be covered:-**  Reading – N/A  Computing – N/A  British Values-   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(to develop these skills when linking a combination of movements to create a sequence; to grow in self-confidence and self-esteem when using body language and stance to complete a sequence independently)* * To encourage respect for other people *(to develop respect for others when they complete a sequence independently using body language and stance; to show respect for those who work in their own/others teams when composing a movement sequence).*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Derek Cooks Dinner!***(Year 3)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Poorly Harold*** (Year 3)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Body Team work*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  To know how to behave safety when performing movements in gymnastics. To know how to perform balances on apparatus. To know how to perform balances with partners and simple sequences. To know how to travel using a springboard. To know how to link movements to build a sequence. To know how to copy, explore and remember actions and movements to create their own sequence. To know how to jump in a variety of ways. To know how to use many rolls in gymnastics. To know how to perform more complex gymnastic movements. To know how to perform some gymnastic balances.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 4 PE Programme of Study**

**Project:**     Gymnastics

**Question:**  Can I use a vault to perform gymnastic movements?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **Show clips of Nadia Comaneci and Nile Wilson to raise aspiration**  **To know some reasons for warming up and cooling down (Health),**   * A warm up gradually starts up your cardiovascular system by raising your body temperature and increasing blood flow to your muscles. * Warming up may also help reduce muscle soreness and lessen your risk of injury. * Cooling down after your workout allows for a gradual recovery of pre-exercise heart rate and blood pressure.     **To know how to complete a range of different jumps. Aspiration**   * Show children examples. * To recap jumps taught from year 1,2,3, Straight jump ,Tuck jump ,Jumping jack ,Star jump ,Straddle jump ,Pike jump * Also introduce some jumps that are new : Straight jump half-turn – body is straight with arms up and you complete a half turn. Straight jump full-turn ( the same but a complete turn) , * Cat leap - The **Cat Leap** (also known as the arm **leap** or arm **jump**) is a technique used in Parkour and Free running to land on a vertical object, such as a ledge, a wall, or a fence. They can be done from a running **jump**, a precision, a lache or a number of other techniques. Cat leap half-turn   **To know how to use the vault to perform some gymnastic movements**   * Here are some movements to use on and off the vault itself. Hurdle step onto springboard, Squat on vault, Straddle on vault, Star jump off, Tuck jump off, Straddle jump off, Pike jump off. They should be completed with demonstration and supervision.   **To know how to balance using different points**   * To be able to copy, practise and perform 1, 2, 3 and 4- point balances * To perform balances on apparatus and with and against a partner, (you can draw on year 1,2,3, experience here the new element is **against a partner)** * To balance in these shapes: Pike, tuck, star, straight, straddle shapes * To be able to carry out balances, recognising the position of their centre of gravity and how this affects the balance. * To begin to develop good technique when travelling, balancing and using equipment. * To also develop strength, technique and flexibility throughout performances   **To know how to use more complex movements in gymnastics.**   * Tiptoe, step, jump and hop Hopscotch, Skipping, Chassis steps (arms out, one leg out then the other)  Straight jump half turn Straight jump, full turn Cat leap, Cat leap half turn , Pivot (in dance, a **pivot** turn (or simply **pivot**) is a general classification for dance turns in which the performer's body rotates about its vertical axis without traveling.)     **To know how to create a sequence of actions that fit a theme.**   * To be able to use an increasing range of actions, directions and levels in their sequences. * To know how to move with clarity, fluency and expression. * To be able to show changes of direction, speed and level during a performance. * To link in ways of travelling that have been taught and to travel in different ways, including using flight.   **To know how to support each other and comment on performance**. (**Communication)**   * To know the vocabulary around the subject and comment on each others gymnastics moves. * To have the vocabulary displayed and modelled.   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment.  Develop strength, technique and flexibility throughout performances  Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps ( Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot  Hurdle step onto springboard ,Squat on vault , Straddle on vault , Star jump off , Tuck jump off , Straddle jump off ,Pike jump off  Lunge into handstand Lunge into cartwheel  1, 2, 3 and 4- point balances  Balances on apparatus Balances with and against a partner  Pike, tuck, star, straight, straddle shapes  Front and back support | **Core vocabulary:**  **Tier 3**  Straddle  Vault  Complex  Against  Mirror  Tuck  Pivot  Squat  Precision  Cat leap  Half turn  Precision  Straddle  Running jump  Lunge  **Tier 2**  Partner  Copy  Land  blance |
| **Curriculum threads to be covered:-**  Reading – N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(values embedded when creating and performing a sequence with fluency and expression).* * To encourage respect for other people *(values of respect embedded when observing and commenting on others’ gymnastics moves)*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Making Choices*** (Year 4)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***SCARF Hotel*** (Year 4) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 3 gymnastics: To know how to add jumps into sequences. To know how to use different rolls in gymnastics. To know how to use different balances on apparatus and with a partner. To know how to do a more complex movements in gymnastics. To know how to begin to use the vault in gymnastics. To know how to choose ideas to compose a movement sequence independently and with others.  To know how to link combinations of actions with increasing confidence, including changes of direction, speed or level.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 5 PE Programme of Study**

**Project:**  Gymnastics

**Question:**  Can I perform a range of complex jumps in gymnastics?

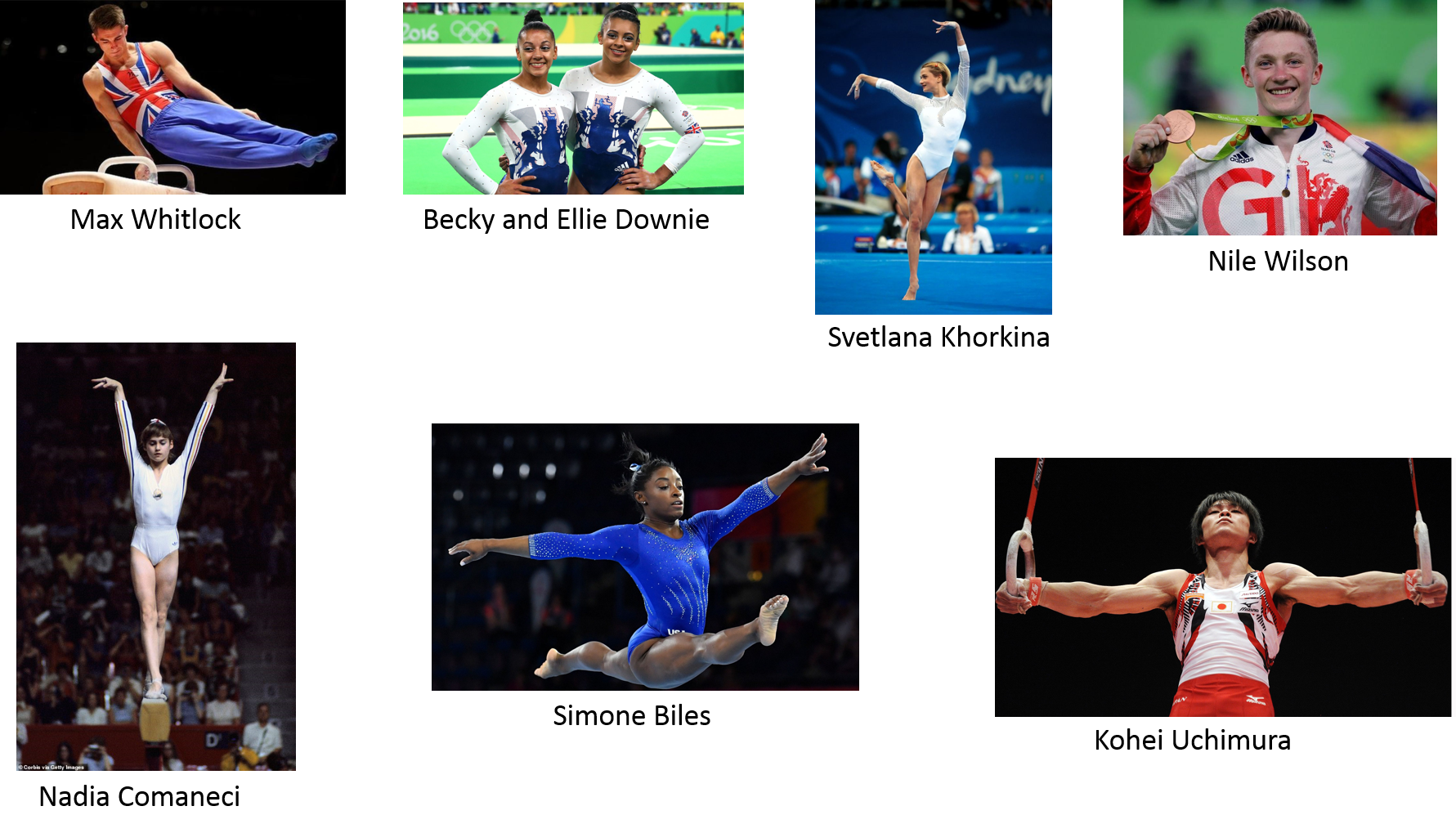
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **Show clips of Simon Biles to raise aspiration**  **To know how to prepare for gymnastics. (Health)**  **To know how to travel in different ways and link movements.**   * To link using previous movements :Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot   **To know and use different rolls from standing positions.**   * The childrenshould know how to do a Forward roll from standing and a Straddle forward roll. * A new aspect to year 5 are the Pike forward roll (starting in squat position complete forward roll with legs extended and with feet together. Hands are placed on the mats, by the hips, to help gain standing position) * Tucked backward roll (starting in an extended position sit and rock back. Place hands on mat, close to the ears, with fingers pointing towards shoulders. Rotate backwards in tuck position. Push on arms to allow weight to pass over head. Stand without knees touching mat. Backward roll to straddle   **To know and use different jumps in gymnastics**   * To be able to perform jumps, shapes and balances fluently and with control. * To revise and perfect these jumps that children should know and have built up skills in from previous years: Straight jump ,Tuck jump, Jumping jack , Star jump ,Straddle jump, Pike jump Straight jump half-turn Straight jump full-turn , Cat leap Cat leap half-turn * There are jumps new to this year group : the stag jump, (A leap made with one leg bent and toes touching the knee of the other leg, which is straight.) * Split leap (A split leap or split jump is a sequence of body movements in which a person assumes a split position after leaping or jumping from the floor, respectively, while still in the air. Split leaps and split jumps are both found in various genres of dance including acro, ballet and jazz dance, and in gymnastics.)   **To know how to perform various balances on apparatus, with a partner**   * As in year 4 children should do 1, 2, 3 and 4- point balances  and some balances on the  apparatus which should include: Pike, tuck, star, straight, straddle shapes * Front and back support * The new element is to do Part body weight partner balances.   **To know how to use a springboard and the vault to perform particular gymnastic movements**   * To be able to hurdle step onto the springboard. * To be able to do Squat on vault and to Straddle on vault. The children can begin to Star jump off. Tuck jump off ,Straddle jump off, Pike jump off  and also Squat through the vault. * To confidently use equipment to vault in a variety of ways.   **To know how to perform more complex gymnastic movements.**   * To begin to lunge into handstands. * To begin to lunge into a cartwheel. * To also begin to lunge into a round- off.   **To know how to select ideas to compose specific sequences of movements, shapes and balances.**   * The children should be able to adapt their sequences to fit new criteria or suggestions. * Children should use the knowledge that they have built over the years with their gymnastic projects. * To be able to apply skills and techniques consistently. * To develop strength, technique and flexibility throughout performances.   **To know how to comment on each others sequences and how each other can improve.**(**Communication Aspiration)**   * To use vocabulary that has been taught and the techniques so that the children will know what to compare to. * Children to give each other tips and pointers to improve. * Watch clips for inspiration   **Refer back to the project question at the end of the unit:** | **Physical skills from progression document**  Select ideas to compose specific sequences of movements, shapes and balances.  Adapt their sequences to fit new criteria or suggestions.    Perform jumps, shapes and balances fluently and with control.  Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.  Confidently use equipment to vault in a variety of ways.  Apply skills and techniques consistently.  Develop strength, technique and flexibility throughout performances  Combine equipment with movement to create sequences.  Forward roll from standing Straddle forward roll  Pike forward roll  Tucked backward roll Backward roll to straddle  Straight jump ,Tuck jump, Jumping jack , Star jump ,Straddle jump, Pike jump  Stag jump, Straight jump half-turn Straight jump full-turn , Cat leap  Cat leap ha  lf-turn , Split leap  Hurdle step onto springboard ,Squat on vault ,Straddle on vault ,Star jump off ,Tuck jump off ,Straddle jump off, Pike jump off ,Squat through vault  Lunge into handstand Lunge into cartwheel Lunge into round-off  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot  1, 2, 3 and 4- point balances  Balances on apparatus Part body weight partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support | **Core vocabulary:**  **Tier 3**  Gravity  rotate  straddle  tip toe  pointing  stag jump  leap  extended  pike  pivot  cat leap  chassis  tiptoe  pivot  extending  **Tier 2**  Backwards  Forwards  Turn  Stand  Straight |
| **Curriculum threads to be covered:-**  Reading –   N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence *(values embedded when performing complex gymnastic movements)* * To encourage respect for other people *(values embedded when giving others tips and pointers for improvement)*   PSHE – Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***Getting Fit*** (Year 5)                Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***It all adds up!*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 4 gymnastics:    To know how to complete a range of different jumps. To know how to use the vault to perform some gymnastic movements. To know how to balance using different points. To know how to use more complex movements in gymnastics. To know how to create a sequence of actions that fit a theme.    YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

**Year 6 PE Programme of Study**

**Project:**    Gymnastics

**Question:**  Can I perform group sequences?

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **Show clips of Kohei Uchimura to raise aspiration**  **To know how to prepare for gymnastics.(Health)**   * Stretching is an essential part of successful gymnastics.  A good stretching routine can help to minimize muscle imbalances, prevent injury, improve your exercise tolerance and your gymnastic performance.   **To know how to travel using gymnastic movements**   * To apply techniques taught so far with increased precision and control, Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap * This is the only new way to travel: full turn Pivot.   **To know a range of gymnastic jumps**   * To practise and perfect a range of jumps taught through the years. * To use increased precision and flexibility. * Jumps covered are: Straight jump , Tuck jump ,Jumping jack , Star jump ,Straddle jump ,Pike jump, Stag jump, Straight jump half-turn Straight jump full-turn , Cat leap , Cat leap half-turn ,Cat leap full-turn ,Split leap * The jump new to this year group is : Stag leap <https://www.wikihow.com/Stag-Leap> A stag leap is a type of split jump used in genres of dance like ballet. It requires some practice and training to pull off   **To use a range of gymnastic rolls.**   * Forward roll from standing, Straddle forward roll, Pike forward roll and Pike backward roll. Dive forward roll - to perform a dive roll, the gymnast should run, gradually increasing their speed. They should punch off the floor with their legs tight and feet together. They should jump into the air with a straight body. At the moment of the punch, the gymnast's arms should do a back circle and swing upwards. * Tucked backward roll - a movement in which your body is rolled backwards, by crouching on the ground and lifting your legs completely over your head and lifting the head at the end. Backward roll to straddle , Backward roll to standing pike   **To know how to perform a range of balances**   * 1, 2, 3 and 4- point balances * Balances on apparatus Pike, tuck, star, straight, straddle shapes Front and back support * The new aspect is to develop technique, control and complexity of part-weight partner balances Group formations.   **To know how to perform more complex gymnastic movements.**   * Children have experience of some of these from year 4 and 5 Hurdle step onto springboard. Squat on vault .Straddle on vault .Star jump off. Tuck jump off. Straddle jump off .Pike jump off . * The new moves to this year group are: Squat through vault - Keeping legs extended and the hips high the feet are brought inside of hands in a pike position. The support, standing to the side, places hands on to the shoulder and lifts stopping forward rotation. * **Gymnast** lands on mat in flexed position. * Straddle over vault - a gymnastic **vault** in which the body passes over the apparatus in a sitting position with the legs spread wide to each side. * To be able to confidently use equipment to vault and incorporate this into sequences.   **To know how to perform cartwheel in different ways**   * Lunge into cartwheel Lunge into round-off * The new aspects in this year group are the hurdle steps. Hurdle step - In gymnastics, a hurdle is the final preparatory step before performing a skill from a run. The purpose of the hurdle is to properly position yourself for the takeoff while maintaining and/or building momentum. In most cases, a hurdle should be low and long. * Hurdle step into cartwheel Hurdle step into round-off   **To know how to create their own complex sequences involving the full range of actions and movements and comment on each others.**(**Communication)**   * To include travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. * To also demonstrate precise and controlled placement of body parts in their actions, shapes and balances. * To use everything that they have learnt over the years.   **Refer back to the project question at the end of the unit** | **Physical skills from progression document**  Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.    Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances  Forward roll from standing Straddle forward roll  Pike forward roll  Dive forward roll  Tucked backward roll Backward roll to straddle Backward roll to standing pike  Pike backward roll  Straight jump, Tuck jump ,Jumping jack , Star jump ,Straddle jump ,Pike jump  Stag jump, Straight jump half-turn Straight jump full-turn , Cat leap, Cat leap half-turn ,Cat leap full-turn ,Split leap ,Stag leap  Hurdle step onto springboard . Squat on vault .Straddle on vault .Star jump off. Tuck jump off . Straddle jump off. Pike jump off .Squat through vault .Straddle over vault  Lunge into cartwheel Lunge into round-off Hurdle step  Hurdle step into cartwheel Hurdle step into round-off  Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot  1, 2, 3 and 4- point balances  Balances on apparatus  Develop technique, control and complexity of part-weight partner balances  Group formations   Pike, tuck, star, straight, straddle shapes Front and back support | **Core vocabulary:**  **Tier 3**  Flexibility  Precision  Formation  Straddle  Tucked backwards roll  Dive forward roll  Cat leap  **Tier 2**  Balance |
| **Curriculum threads to be covered:-**  Reading –  N/A  Computing – N/A  British Values :   * To enable students to develop their self-knowledge, self-esteem and self-confidence. * To encourage respect for other people   PSHE –  Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***5 Ways to Wellbeing***(Year 6)                 Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***I Look Great!*** (Year 6)                 Health and Wellbeing ˃Healthy Lifestyles- CORAM Life Education- ***We have more in Common than not*** (Year 6) | | |
| **Previous learning which will support the learning and skill development in this topic:**  To know how to travel in different ways and link movements. To know and use different rolls from standing positions. To know and use different jumps in gymnastics. To know how to perform various balances on apparatus, with a partner. To know how to use a springboard and the vault to perform particular gymnastic movements. To know how to perform more complex gymnastic movements. To know how to select ideas to compose specific sequences of movements, shapes and balances.  YR  ELG 04-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing  ELG 05-Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe | | |

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