

Hook Junior School Whole School Gymnastics Curriculum Overview

Aims

Hook Junior School provides a balanced PE curriculum enabling pupils to:

- Know how to lead healthy and active lives, understanding why this is important.
- Understand what happens to our body when we exercise
- Develop control and a broad range of skills to be used in a variety of sporting activities
- Create actions and sequences by linking skills and movements
- Develop communication, collaboration and social development through working individually and in a group dynamic
- Have the confidence and motivation to participate in challenging and competitive sports
- Enjoy physical activity and encourage the children to take part in extra-curricular activities to promote a lifelong participation in physical activity and sport

National Curriculum

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
- 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

Autumn Term

Year 3		Year 4		Year 5		Year 6	
TITLE/S		TITLE/S		TITLE/S		TITLE/S	
NC areas of focus		NC areas of focus		NC areas of focus		NC areas of focus	
<ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 		<ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 		<ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 		<ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 	
Concepts	Roles and responsibilities	Relationships, Respect		Identity, belonging			
Prior Knowledge		Impact of exercise on the body Different ways to move and travel Basic rolls, jumps and leaps Basic vault skills Repeating routines and creating simple routine		Impact of exercise on the body Different ways to move and travel Rolls, simple inversion skills, jumps and leaps Basic vault skills Wall bar skills Creating and evaluating simple routines		Impact of exercise on the body Different ways to move and travel Rolls, simple and complex inversion skills, jumps and leaps Increasingly advanced vault skills Wall bar skills and dismounts Creating and evaluating increasingly complex routines	

Knowledge	<p>Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength.</p> <p>Identify where their core muscles are.</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Continually exposed to the vocabulary below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Can recognise there are different styles of jumping.</p> <p>Begin to explain importance of core strength in gymnastics.</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Begin to explain the different types of strength below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Explain the importance of core strength in gymnastics well.</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Can explain the different types of strength below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>That warming up and cooling down are important.</p> <p>That exercise is good for health, fitness and wellbeing and how to become healthier themselves.</p> <p>Need for control in movements.</p> <p>Develop an understanding of how to improve learn how to evaluate and recognise their own success.</p> <p>How to use different resources and how to communicate and collaborate with each other.</p> <p>Explain the importance of core strength in gymnastics linking to examples of skills</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Can confidently explain different types of strength and how they can apply to other sports</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring
------------------	--	---	---	--

Gymnastics Skills (Skills in bold writing are new to that year group)

Consolidate and improve the quality of their actions, body shapes and balances, including beginning to look at partner balances: Large and small body part balances, including standing and kneeling balance on apparatus. Matching and contrasting partner balances: pike, tuck, star, straight, straddles. Front and back support. Dish and dome. Shoulder balance.

Look at a range of jumps, starting on floor and then on equipment: Straight, tuck, jumping jack, star jump, straddle, pike, cat leap, scissor jump.

Vault skills (select height based on ability of child/child's self evaluation): Hurdle step onto springboard, squat on vault, star jump off, tuck jump off, straddle jump off, pike jump off.

Begin to experiment with rolls: pencil, teddy bear.

Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill:
Crouched forward roll
Forward roll from standing
Tucked backward roll.

Improve their ability to select appropriate actions and use simple compositional ideas linking movements.

Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, pencil roll.

Create a simple sequence of up to 4 moves movements on the floor or basic using apparatus

Describe and evaluate the effectiveness and quality of a performance and recognise how their own performance has improved.

Refine performance based on peer/self evaluation.

Develop the range of actions, body shapes and balances they include in a performance, including individual and partner balances: **1, 2, 3 and 4 point balances on apparatus.**

Balances with and against partner: pike, tuck, star, straight, straddles. Front (plank) and back (reverse plank) support.

Dish and dome.

Stork balance, arabesque.

Start to practise and use a range of jumps and leaps on floor and equipment: Straight, tuck, jumping jack, star jump, straddle, pike, **straight half turn, straight full turn, cat leap, cat leap half turn.**

Vault skills (select height based on ability of child/child's self evaluation): Hurdle step onto springboard, squat on vault, **straddle onto vault**, star jump off, tuck jump off, straddle jump off, pike jump off.

Perform skills and actions more accurately and consistently

Begin to experiment with rolls and bodyweight movements: log, dolly/teddybear, pencil.

Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: **Crouched forward roll**
Forward roll from standing
Tucked backward roll,
Backward roll to straddle.

Create gymnastic sequences of up to 6 moves that meet a theme or set of conditions on floor and using basic apparatus.

Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, pencil roll, **cat leap, cat leap half turn.**

Use compositional devices when creating their sequences, such as changes in speed, level and direction

Perform actions, shapes and balances consistently and fluently in specific activities, including: 1, 2, 3 and 4 point balances on apparatus.

Part body weight balances with partner: pike, tuck, star, straight, straddles. Front and back support.

Dish and dome.

Asymmetrical partner balances.

Continue developing execution of range of jumps and leaps on floor and equipment: straight, tuck, jumping jack, star jump, straddle, pike, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, **split leap.**

Vault skills (select height based on ability of child/child's self evaluation): Hurdle step onto springboard, squat on vault, straddle onto vault, star jump off, tuck jump off, straddle jump off, pike jump off, **squat through vault.**

Perform rolls and bodyweight movements with increased confidence.

Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: **Forward roll from standing**
Straddle forward roll
Pike forward roll
Tucked backward roll
Backward roll to straddle

Create gymnastic sequences of up to 8 moves that meet a theme or set of conditions on the floor or using apparatus, incorporating jumps and leaps and adapting using basic compositional ideas: combination asymmetrical shapes and balances, symmetrical rolling and jumping actions, changes of direction and level, show mirroring, matching balances and shapes.

Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, **straight jump half turn into straight jump full turn**, cat leap, cat leap half turn.

Choose and use information and basic criteria to evaluate their own and others' work

Combine and perform, with control, gymnastic actions, shape and balances more fluently and effectively across the activity areas, including: 1, 2, 3 and 4 point balances on apparatus.

Full body weight balances with partner: pike, tuck, star, straight, straddles. Front and back support.

Dish and dome.

Asymmetrical partner balances.

Perform range of jumps and leaps on equipment to high quality: Straight, tuck, jumping jack, star jump, straddle, pike, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, **cat leap full turn**, split leap, **stag leap**. Incorporate these into a routine.

Vault skills (select height based on ability of child/child's self evaluation): Hurdle step onto springboard, squat on vault, straddle onto vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault, **straddle over vault.**

Perform rolls and bodyweight movements with increased confidence.

Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: **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.

Develop their own gymnastic sequences of up to 10 moves by understanding, choosing and applying a range of compositional principles or using apparatus: combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, jumping and rolling.

Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, straight jump half turn into straight jump full turn, cat leap, cat leap half turn, **pivot.**

Evaluate their own and others' work suggest ways of making improvements

		Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved Refine performance based on peer/self evaluation.	Refine performance based on peer/self evaluation.	Refine performance based on peer/self evaluation.
Understanding	Recognise and describe the short term effects of exercise on the body during different activities. Understand the importance of core strength within gymnastics. Beginning to understand the importance of using arms as well as legs when performing. Understand that watching themselves and others can help to improve Understand the importance of respect and sportsmanship.	Describe how the body reacts during different types of activity and how this affects the way they perform. Understand the importance of core strength within gymnastics. Importance of accuracy. Beginning to understand the importance of using arms as well as legs when performing. Understand that watching themselves and others can help to improve Understand the importance of respect and sportsmanship.	Understand that we warm up to prevent injury, to get oxygenated blood to our muscles. Understand why physical activity is good for their health. Understand the importance of core strength within gymnastics. The importance of evaluation in improving performance. How to combine jumps Understand the importance of respect and sportsmanship.	Understand that warming up and cooling down are important to prevent injury and prepare the body. Understand the importance of core strength within gymnastics. Carry out warm ups safely and effectively Understand the need for control when taking off and landing. Understand the importance of respect and sportsmanship.
Protected Characteristics, Character, Virtues and British Values	Age, Disability, Gender, Race Individual liberty, democracy, respect	Age, Disability, Gender, Race Individual liberty, democracy, respect	Age, Disability, Gender, Race Individual liberty, democracy, respect	Age, Disability, Gender, Race Individual liberty, democracy, respect

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Safeguarding in the curriculum</p>	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<p>Warm up, cool down, heart, heartbeat, blood, breath, muscle.</p> <p>Pike, straddle, straight, tuck, star jump.</p> <p>Communication, target</p> <p>Respect, fair play, sportsmanship.</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>	<p>Warm up, cool down, heart, heartbeat, blood, breath, lungs, oxygen, muscles</p> <p>Pike, straddle, straight, tuck, star jump.</p> <p>Communication, coordination,</p> <p>Respect, fair play, sportsmanship</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>	<p>Warm up, cool down muscles, oxygen, blood, injury.</p> <p>Control, technique, accuracy, realistic target, evaluate, pace,</p> <p>Respect, fair play, sportsmanship.</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>	<p>Warm up, cool down, prepare, muscles, oxygen, injury, wellbeing, healthy, healthier.</p> <p>Control, power, accuracy, distance, take off, landing, evaluation</p> <p>Respect, fair play, sportsmanship</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>
Spring Term				
Year 3	Year 4	Year 5	Year 6	
TITLE/S	TITLE/S	TITLE/S	TITLE/S	
<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 	<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 	<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 	<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - use running and jumping in isolation and in combination - 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 	

Concepts	Change	Sustainability, Responsibilities	Responsibilities and Community	
Prior Knowledge		Impact of exercise on the body Different ways to move and travel Basic rolls, jumps and leaps Basic vault skills Repeating routines and creating simple routine	Impact of exercise on the body Different ways to move and travel Rolls, simple inversion skills, jumps and leaps Basic vault skills Wall bar skills Creating and evaluating simple routines	Impact of exercise on the body Different ways to move and travel Rolls, simple and complex inversion skills, jumps and leaps Increasingly advanced vault skills Wall bar skills and dismounts Creating and evaluating increasingly complex routines
Knowledge	<p>Recognise and describe the short-term effects of exercise on the body during different activities know the importance of suppleness and strength.</p> <p>Identify where their core muscles are.</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Continually exposed to the vocabulary below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Can recognise there are different styles of jumping.</p> <p>Begin to explain importance of core strength in gymnastics.</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Begin to explain the different types of strength below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Explain the importance of core strength in gymnastics well.</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Can explain the different types of strength below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>That warming up and cooling down are important.</p> <p>That exercise is good for health, fitness and wellbeing and how to become healthier themselves.</p> <p>Need for control in movements.</p> <p>Develop an understanding of how to improve learn how to evaluate and recognise their own success.</p> <p>How to use different resources and how to communicate and collaborate with each other.</p> <p>Explain the importance of core strength in gymnastics linking to examples of skills</p> <p>Need to take off and land appropriately for safety. That control is important for developing performance.</p> <p>Can confidently explain different types of strength and how they can apply to other sports</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring

Gymnastics Skills (Skills in bold writing are new to that year group)

Consolidate and improve the quality of their actions, body shapes and balances, including beginning to look at partner balances: Large and small body part balances, including standing and kneeling balance on apparatus. Matching and contrasting partner balances: pike, tuck, star, straight, straddles. Front and back support. Dish and dome. Shoulder balance.

Look at a range of jumps, starting on floor and then on equipment: Straight, tuck, jumping jack, star jump, straddle, pike, cat leap, scissor jump.

Wall bar skills: Begin to experiment with balances using wall bar equipment.

Recap rolls: pencil, teddy bear.

**Recap: Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: Crouched forward roll
Forward roll from standing
Tucked backward roll.**

Inversions for those who are already confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: Handstand, cartwheel.

Improve their ability to select appropriate actions and use simple compositional ideas linking movements.

Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, pencil roll.

Create a simple sequence of up to 4 moves movements on the floor or basic using apparatus

Describe and evaluate the effectiveness and quality of a performance and recognise how their own performance has improved.

Refine performance based on peer/self evaluation.

Develop the range of actions, body shapes and balances they include in a performance, including individual and partner balances: **1, 2, 3 and 4 point balances on apparatus.**

Balances with and against partner: pike, tuck, star, straight, straddles. Front (plank) and back (reverse plank) support. Dish and dome.
Stork balance, arabesque.

Start to practise and use a range of jumps and leaps on floor and equipment: Straight, tuck, jumping jack, star jump, straddle, pike, **straight half turn, straight full turn, cat leap, cat leap half turn.**

Wall bar skills: Begin to experiment with balances and movement using wall bar equipment, e.g. walking down slanted bench, moving up and down whilst holding a 3 point balance

Perform skills and actions more accurately and consistently

Recap rolls and bodyweight movements: log, dolly/teddybear, pencil.

**Recap: Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: Crouched forward roll
Forward roll from standing
Tucked backward roll,
Backward roll to straddle.**

Inversions for those who are already confident and competent or teachers who are inversion trained: Handstand, cartwheel, lunge to handstand, lunge to cartwheel, bunny hop.

Create gymnastic sequences of up to 6 moves that meet a theme or set of conditions on floor and using basic apparatus.

Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, pencil roll, **cat leap, cat leap half turn.**

Perform actions, shapes and balances consistently and fluently in specific activities, including: 1, 2, 3 and 4 point balances on apparatus.

Part body weight balances with partner: pike, tuck, star, straight, straddles. Front and back support.

Dish and dome.

Asymmetrical partner balances.

Continue developing execution of range of jumps and leaps on floor and equipment: straight, tuck, jumping jack, star jump, straddle, pike, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, **split leap.**

Wall bar skills: Create short routine with balances and movement using wall bar equipment, e.g. walking down slanted bench, moving up and down whilst **holding a 2 point balance.**

Experiment with safe dismounts.

Recap: Perform rolls and bodyweight movements with increased confidence.

**Recap: Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: Forward roll from standing
Straddle forward roll
Pike forward roll
Tucked backward roll
Backward roll to straddle**

Inversions for those who are already confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: Lunge into handstand, lunge into cartwheel, round-off, bunny hop to handstand, supported headstand.

Create gymnastic sequences of up to 8 moves that meet a theme or set of conditions on the floor or using apparatus, incorporating jumps and leaps and adapting using basic compositional ideas: combination asymmetrical shapes and balances, symmetrical rolling and jumping actions,

Combine and perform, with control, gymnastic actions, shape and balances more fluently and effectively across the activity areas, including: 1, 2, 3 and 4 point balances on apparatus.

Full body weight balances with partner: pike, tuck, star, straight, straddles. Front and back support.

Dish and dome.

Asymmetrical partner balances.

Perform range of jumps and leaps on equipment to high quality: Straight, tuck, jumping jack, star jump, straddle, pike, stag jump, straight half turn, straight full turn, cat leap, cat leap half turn, **cat leap full turn, split leap, stag leap.** Incorporate these into a routine.

Wall bar skills: Create short routine with balances and movement using wall bar equipment, e.g. walking down slanted bench, moving up and down whilst holding a 2 point balance.

Include safe dismounts, e.g. rolling if within ability.

Recap: Perform rolls and bodyweight movements with increased confidence.

**Recap: Inversion rolls for those who are confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: 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.**

**Inversions for those who are already confident and competent or teachers who are inversion trained and deem child is ready to develop the next skill: Lunge into handstand
Lunge into cartwheel
Lunge into round-off
Sideways bunny hop
Enter and exit a headstand with control.**

Develop their own gymnastic sequences of up to 10 moves by understanding, choosing and applying a range of compositional principles or using apparatus: combination of counter

		<p>Use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p> <p>Refine performance based on peer/self evaluation.</p>	<p>changes of direction and level, show mirroring, matching balances and shapes.</p> <p>Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, straight jump half turn into straight jump full turn, cat leap, cat leap half turn.</p> <p>Choose and use information and basic criteria to evaluate their own and others' work</p> <p>Refine performance based on peer/self evaluation.</p>	<p>balance/counter tension, twisting/turning, travelling on hands and feet, jumping and rolling.</p> <p>Use the following ways of movement to travel: Tiptoe, step, jump, skipping, chassis steps, straight jump half turn into straight jump full turn, cat leap, cat leap half turn, pivot.</p> <p>Evaluate their own and others' work suggest ways of making improvements</p> <p>Refine performance based on peer/self evaluation.</p>
Understanding	<p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Understand the importance of core strength within gymnastics.</p> <p>Beginning to understand the importance of using arms as well as legs when performing.</p> <p>Understand that watching themselves and others can help to improve</p> <p>Understand the importance of respect and sportsmanship.</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Understand the importance of core strength within gymnastics.</p> <p>Importance of accuracy. Beginning to understand the importance of using arms as well as legs when performing.</p> <p>Understand that watching themselves and others can help to improve</p> <p>Understand the importance of respect and sportsmanship.</p>	<p>Understand that we warm up to prevent injury, to get oxygenated blood to our muscles.</p> <p>Understand why physical activity is good for their health.</p> <p>Understand the importance of core strength within gymnastics.</p> <p>The importance of evaluation in improving performance.</p> <p>How to combine jumps</p> <p>Understand the importance of respect and sportsmanship.</p>	<p>Understand that warming up and cooling down are important to prevent injury and prepare the body.</p> <p>Understand the importance of core strength within gymnastics.</p> <p>Carry out warm ups safely and effectively</p> <p>Understand the need for control when taking off and landing.</p> <p>Understand the importance of respect and sportsmanship.</p>
Protected Characteristics, Character Virtues and British Values	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Safeguarding in the curriculum</p>	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>	<p>Warm up, cool down, heart, heartbeat, blood, breath, muscle.</p> <p>Pike, straddle, straight, tuck, star jump.</p> <p>Communication, target</p> <p>Respect, fair play, sportsmanship.</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>	<p>Warm up, cool down, heart, heartbeat, blood, breath, lungs, oxygen, muscles</p> <p>Pike, straddle, straight, tuck, star jump.</p> <p>Communication, coordination,</p> <p>Respect, fair play, sportsmanship</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>	<p>Warm up, cool down muscles, oxygen, blood, injury.</p> <p>Control, technique, accuracy, realistic target, evaluate, pace,</p> <p>Respect, fair play, sportsmanship.</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>	<p>Warm up, cool down, prepare, muscles, oxygen, injury, wellbeing, healthy, healthier.</p> <p>Control, power, accuracy, distance, take off, landing, evaluation</p> <p>Respect, fair play, sportsmanship</p> <p>Power strength, isometric strength, maximum strength, endurance strength, cardiovascular fitness.</p> <p>Sequence, balance, roll, routine.</p>

Throughout all teaching of PE please ensure you are linking vocabulary and skills to other areas of the subject, encouraging children to spot similarities and differences between sports/activities or muscles used.

Global citizenship in PE

- Where sports were invented and now where they are played to look at the spread
- Developing cooperation and highlighting the importance of teamwork
- Promote a sense of fair play and mutual respect – what to do when conflict arises. Maybe look at the sport of rugby as a good example instead of football
- Provide opportunities to challenge cultural, gender and racial stereotypes
- Participation or knowledge of global events, tracking results e.g. Rugby world cup