

What prior knowledge should students have?

- Moving and stopping with increasing confidence in each space.
- Demonstrate a range of different body shapes (tall, wide, short, small, curved and straight) in floor performances.

What skills will students learn? (Disciplinary Knowledge)

- To experiment with movement by bouncing, jumping and landing in different ways.
- To use movement to travel over, under, around and through apparatus.
- Using the apparatus to create different shapes.
- To create balances in different scenarios and why having good balance is key for gymnastics.

What key knowledge will be taught? (Substantive Knowledge)

- To understand that different movement techniques can support with movement over and under different obstacles.
- To know how to safely use a range of apparatus.
- Children will know the different shapes that can be created and then evaluate how they can be used.
- Children will know the importance of balance and how to keep balanced while performing activities.

Key areas to think about in gymnastics

Keeping Safe: Children to follow the correct movements and always use the apparatus safely.

Building confidence: Some gymnastic moves can be difficult or dangerous. It is important to build children's confidence when performing the moves and to not rush them.

Planning: Plan how to transition from one part of the lesson to the next. Where you're going to stand to watch them perform and to keep them safe.

Key Vocabulary

Definition

Key Vocabulary	Definition
Apparatus	A piece of equipment used in gymnastics, such as a balance beam, vault, or trampoline.
Travel	To move from one place to another.
Bounce	To move up and down repeatedly, as a ball does.
Jump	To move upward by using the legs to propel the body into the air.
Land	To come to rest on the ground after jumping or falling.
Point	A small part of the body that can be used for balancing.