

**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)**

- Pupils will learn to balance on different parts of their body, such as their feet, knees and hands.
- Pupils will learn to move quickly and smoothly, such as when they are running in and out of each other or jumping from one piece of apparatus to another.
- Pupils will learn to control their movements, such as when they are rolling over or landing safely.

**What key knowledge will be taught? (Substantive Knowledge)**

- Children will understand that a routine needs a plan and a link of movements together.
- To know how to safely use a range of apparatus.
- The children will know the importance of good communication skills when designing and creating a sequence of movements.

**Key areas to think about when using the apparatus**

**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
Balance	The ability to maintain equilibrium, or staying upright, while stationary or moving.
Agility	The ability to move quickly and easily, especially when changing direction.
Coordination	The ability to control the body's movements smoothly and accurately.
Apparatus	A piece of equipment used for physical activity, such as a balance beam or climbing frame.
Rolling	A movement in which the body rotates around its axis.