

What prior knowledge should students have?

- Pupils begin to copy basic movements and sequences.
- Pupils have explored different ways of stretching, balancing, rolling and travelling safely.
- Pupils have explored ways to safely jump off small apparatus.

What skills will students learn? (Disciplinary Knowledge)

- To travel in different directions around a given space (forward, backwards and side).
- Using apparatus and different equipment to hold still balances and to make movements around a given space.
- To use different actions to travel over, under apparatus and a space (jumping, spinning, rolling)
- Make movements around a given space (running, hopping, skipping and catching).

What key knowledge will be taught? (Substantive Knowledge)

- To understand the importance of having good posture when performing gymnastic movements.
- To know that different movements can be created with different heights.
- Children will understand that movements can be started with different body parts and then adapted with the support of apparatus.
- To know the correct technique to land safely when moving off apparatus.

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
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.