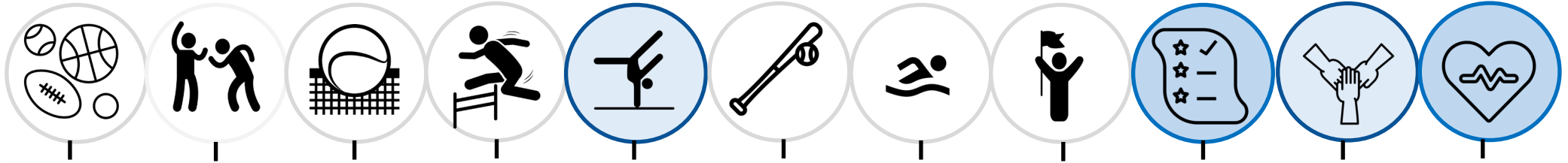


# EYFS and KS1 Gymnastics



## KEY VOCABULARY:

**ROUTINE-** When lots of shapes and movements join together to make a dance.

**CONTROL -** To dance without losing your balance, change the speed and direction you move.

**INTERPRETATION** - When somebody explains and demonstrates their understanding of an image, piece of writing or music.

**FLUENCY -** To be able to move with ease and gracefulness. Timing Moving to the beat or rhythm within a

## As athletes we will:

Explain the importance moving with control and awareness of space.  
 Move with some control and awareness of space.  
 Create a sequence using 3 or more linked actions combined with basic and intermediate balances  
 Show contrasts on use of body and shape (such as small, tall, straight, curved)  
 Balance on different points of the body, holding a still position  
 Climb and travel safely on equipment  
 Jump in a range of different of ways, showing control and balance on landing

## As evaluators we will:

Work towards being able to comment on own and others performance.

## Key concepts:

Performance:

- Has started to link skills to perform actions and sequences of movement.

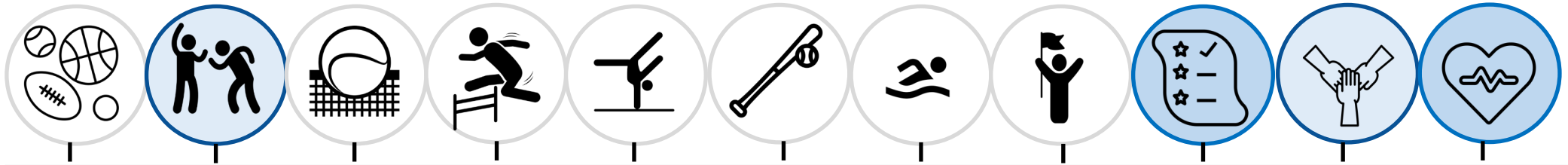
Sportsmanship:

- Manages feelings and behaviour well

Fitness:

- Is physically confident and makes a purposeful contribution

# KS2 Gymnastics



## KEY VOCABULARY:

SEQUENCE -	The order of movements within a routine.
ROUTINE -	When lots of shapes and movements join together to make a dance.
BODY SHAPE -	Shapes created through the position of the body.
TECHNIQUE -	The safe method performers have been taught to perform a skill such as a forward roll.
TRAVELLING -	How the performer decides to move within a routine on hands and feet.
FLEXIBILITY	- The quality of bending limbs easily without breaking.
VAULT:	To perform an acrobatic jump over a vaulting horse or a vaulting platform

## As athletes we will:

To use a variety of Rolling actions including; forward roll, teddy bear roll, tucked roll, sideways roll & straight roll.  
 To travel towards and away from a partner using a variety of pathways.  
 To explore a number of ways to balance using a variety of body points, balance with a partner & move in and out of balances fluently.  
 To explore Counter balances (pushing towards) and counter tension balances (pulling away) with a partner.  
 To Explore a variety of ways to jump, Split, leap, pike, tuck, straight & straddle jumps. Add in quarter and half turns and be able to jump on and off apparatus. Create routines with up to 6, 8 & 10 elements: change of direction, rolling actions, travelling, twisting, counter balances, counter tension, balances, jumps and clear body shape.

## As evaluators we will:

Analyse others performances and their own, identifying strengths and areas of their performance they would improve. Use and understand Dance vocabulary.

## Key concepts:

### Performance:

- Link movements in a routine together smoothly, with precision and accuracy. Apply routines to a range of equipment, moving at different heights.

### Sportsmanship:

- Manages feelings and behaviour well

### Fitness:

- Choose appropriate skills to suit the performance.