Pupils will Pupils will Pupils will inue to **develop** Beyond KS2 understand why to develop their their knowledge of pupils will know: how to implement implementing a personal broad range a broad range skills. of skills. of skills. How to create a sequence of movements, bringing together a combination of Why performing at and 'excellent' standard, with accurate both matching and mirroring movements, executed with timings and fluidity is so important. accuracy and fluidity using a range of apparatus. In Year 6 Matching Mirroring pupils will know: How to create a sequence, What 'Mirroring' means; Mirroring is where What 'Matching' movements mean; Matching is pupils perform their movements creating a where pupils perform exactly the same movements mirror image of each other. with flow and accurate timings within the Counter Balance How to include a change of speed in our movements. and Counter Tension theme In Year 5 Counter Counter pupils will **Tension Balance** know: How to create and execute 'Counter What 'Counter Balance' and 'Counter Tension' means, Balances' and 'Counter Tension Why it is important to understanding the difference between them. Balances' with a partner using a explore bridge balances and variety of levels and connection the ways we can move in and out of them over and under How to reflect and evaluate using their observations to make accurate improvements to our own and others performances. them, on the floor and on the apparatus. In Year 4 **Bridges** Sequences How to peer and self assess, pupils will identifying strengths and know: weaknesses in our own and How to create a 'bridge balance' with a partner using How to create sequences combining movements and bridge balances in different levels and different connection points pairs, applying flow and challenging Why it is essential to explore a variety of movements to ascertain the best their creativity create 'excellent' movements moves to allow for flow and interesting gymnastics for the sequence Pupils will understanding that In Year 3 Symmetry and Peer and Self 'excellent' refers to when we lliw sligua control our bodies so they are Asymmetry Assess know: silent, extending our fingers and toes and are able to hold our balances still for at least **How** to execute balances and movements What Symmetry and in both symmetrical and asymmetrical ways. Asymmetry means. How to use a variety of apparatus when we are How to link movements and balances together, applying creating movement champion gymnastics criteria, on the floor and on apparatus. seauences. How and where to use more In Year 2 than one piece of apparatus pupils will Linking **Flow** at the same time to create know: movements and balances. Why applying 'flow' as we 'interesting' gymnastics. link our movements together How to apply 'flow' to our movements, understanding that 'flow' is so important. means moving from one action to another without stopping. How to 'transition' between How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts. transitioning between them. Wide, Narrow In Year 1 **Transition** pupils will know: and Curled Why it is important to perform each Why it is so important to movement and balance like a 'champion' How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) and understand the difference between move and balance like a on the floor and on apparatus, using a variety of body parts 'wide', 'narrow' and 'curled' 'Champion'. 'Champion' refers to when How we can move our bodies in 'high' ways; How to create high and low we are being silent, pointing their fingers and toes and are jumps, hops, skips, side steps and backwards balances 'shapes'. still when we make a shape/balance. In EYFS **Balance** Movement **Apparatus** pupils will know: How to be creative on the

Why it is important to use the

apparatus safely.



by accurately combining

movements and balances,

points.

others' performances.

Why it is so important to

and balances

four seconds.

movements, adding

movements together and



How we can move our bodies in 'low' ways;

slides, rolls (long, curled) hands and feet.



apparatus, moving through

along, across, over and under a variety of apparatus.