



**Why do we include gymnastics in our curriculum?**

**Builds Fundamental Movement Skills** 🏃

Gymnastics develops core physical abilities children need for all sports:

- Balance
- Coordination
- Agility
- Strength
- Flexibility
- Spatial awareness

These are “foundational” skills that support success in many other activities.

**Supports Physical Literacy** 👣

Gymnastics helps children understand how their bodies move. It teaches control, safe landings, jumping, rolling, travelling in different ways and using equipment confidently.

**Encourages Creativity and Expression** 🎨

Unlike some team sports, gymnastics allows pupils to:

- Create sequences
- Explore movement themes
- Work both individually and collaboratively
- Express ideas through physical movement

It blends physical education with artistic expression.

**Develops Strength and Posture** 💪

Gymnastics improves:

- Core strength
- Upper-body strength
- Flexibility
- Posture habits

All of which contribute to long-term physical health.

**Progression in Key Skills**

In Year 3 we:

- Use a greater number of our own ideas for movements in response to a task.
- Choose and plan sequences of contrasting actions.
- Complete actions with increasing balance and control.
- Move in unison with a partner.
- Choose actions that flow well into one another.

In Year 4 we:

- Safely perform balances individually and with a partner.
- Plan and perform sequences with a partner that includes a change of level and shape.
- Understand how body tension can improve the control and quality of their movements.
- Watch, describe and suggest possible improvements to a performance.

In Year 5 we:

- Create and perform sequences using apparatus, individually and with a partner.
- Use set criteria to make simple judgments about performances and suggest ways they could be improved.
- Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.

In Year 6 we:

- Understand what counter balance and counter tension is and show examples with a partner.
- Combine and perform gymnastic actions, shapes and balances with control and fluency.
- Create and perform sequences using compositional devices to improve the quality.
- Suggest changes and use feedback to improve a sequence.



Non-Physical Skill Focus	Enjoying gymnastics? What career could you take this enjoyment into?
<p>In our gymnastics unit, we raise the importance of developing non-physical skills. In particular, the focus is on evaluation.</p> <p>In Year 3 our targets we develop are:</p> <ul style="list-style-type: none"> <li>● I can compare my movements and skills with those of others</li> <li>● I can describe and comment on my own performance and that of others</li> <li>● I can make simple suggestions to improve the quality of mine and others' performance</li> </ul> <p>In Year 4 our targets we develop are:</p> <ul style="list-style-type: none"> <li>● I can recognise my and others' strengths and weaknesses</li> <li>● I can change tactics, rules or tasks to make activities more challenging, fun or to help me or others' improve</li> </ul> <p>In Year 5 our targets we develop are:</p> <ul style="list-style-type: none"> <li>● I can use feedback to modify my and others' performance</li> <li>● I can set myself and others' appropriate targets</li> </ul> <p>In Year 6 our targets we develop are:</p> <ul style="list-style-type: none"> <li>● I can refine, modify and improve my and others' performance based on critical feedback and information from a variety of sources</li> <li>● I can revise my learning plan when necessary</li> </ul>	<p><u>Sports &amp; Gymnastics Careers</u></p> <ul style="list-style-type: none"> <li>● <b>Gymnastics Coach:</b> Teach children or elite athletes, run classes, and help develop routines and skills.</li> <li>● <b>PE Teacher:</b> Use your gymnastics knowledge to teach a range of sports in primary or secondary schools.</li> <li>● <b>Choreographer:</b> Create routines for gymnasts, cheerleaders, dancers, and performers.</li> <li>● <b>Physiotherapist:</b> Help gymnasts recover safely from injuries and strengthen their bodies.</li> <li>● <b>Sports Massage Therapist:</b> Support athletes through recovery, preparation, and relaxation.</li> </ul> <p><u>Performance and Movement Careers</u></p> <ul style="list-style-type: none"> <li>● <b>Dancer (Ballet, Contemporary, Musical Theatre):</b> Gymnastics gives great foundations for dance.</li> <li>● <b>Stunt Performer:</b> Working in films or TV using flips, falls, and acrobatic skills.</li> <li>● <b>Circus Performer / Acrobat:</b> Use gymnastics skills in aerial arts, tumbling, trapeze, and more.</li> <li>● <b>Parkour / Freerunning Athlete:</b> Use jumping, flipping, and flow skills for performance or teaching.</li> </ul> <p><u>Health, Fitness &amp; Community Roles</u></p> <ul style="list-style-type: none"> <li>● <b>Personal Trainer:</b> Help people stay fit and healthy using strengthening and mobility techniques.</li> <li>● <b>Yoga / Pilates Instructor:</b> Gymnastics flexibility and control link beautifully with these careers.</li> <li>● <b>Children's Activity Leader:</b> Run holiday camps, activity clubs, or community sports programmes.</li> </ul>

### Key Vocabulary

In Years 3 and 4 we develop understanding of: flow, combinations, half-turn, rotation, 90°, 180°, 270°, spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, against, towards, away, across, obstacle, towards and away, near and far, to and from, display, matching, flight, feet apart, feet together, crouch, timing.

In Years 5 and 6 we develop understanding of: asymmetry, symmetry, inclined, relationships between partners, eg mirrored, canon, unison, synchronised, flight, counterbalance, counter-tension, tension, straddle over, aesthetic, judgement, inverted, contrasting, sustained, explosive.

## KS2 GYMNASTICS SKILLS

### Balances



- Hold a still position
- Keep your body tight
- Look straight ahead

### Jumps



- Bend knees to take off
- Keep your body upright
- Land with soft knees

### Rolls



- Tuck your head down
- Push with your hands
- Curve your back

### Travelling



- Move in a variety of ways
- Use space effectively
- Make changes in direction

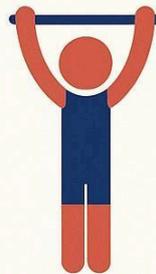
## KS2 GYMNASTICS SKILLS

### Vault



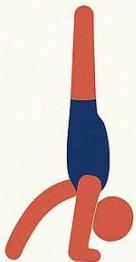
- Run towards the vault
- Push off the board
- Land with soft knees

### Swing



- Grip the bar tightly
- Tighten your core
- Swing smoothly

### Handstands



- Place hands shoulder-width apart
- Keep your body straight
- Balance with your fingers

### Leaps



- Leap from one foot
- Lift your arms
- Land with bent knees