

	Year 1/2:	Year 3/4:	Year 5/6:
Balance	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to stand and sit like a “Gymnast”.</li> <li>2) Be able to explore the 5 basic shapes; straight, tucked, star, straddle, pike.</li> <li>3) Be able to balance in these shapes on large body parts; back, front, side, bottom.</li> <li>4) Be able to balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</li> <li>5) Be able to develop balance by showing good tension and extension in the arms and legs, hands and feet.</li> <li>6) Be able to develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</li> <li>7) Be able to challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) <i>Note: Ensure hands are always flat on floor and fingers point the same way as toes.</i></li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to develop the use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). <i>Note: Ensure hands are always flat on floor and fingers point the same way as toes.</i></li> <li>2) Be able to explore balancing on combinations of 1/2/3/4 “points” (e.g. 2 hands and 1 foot, hand and 2 hands in a tucked head stand).</li> <li>3) Be able to balance on floor and apparatus exploring which body parts are safest to use.</li> <li>4) Be able to explore balancing with a partner: facing, beside, behind, and on different levels.</li> <li>5) Be able to move in and out of balance fluently.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to perform balances with control, showing good body tension.</li> <li>2) Be able to mirror and match a partner’s balance, i.e. making same shape on a different level or in a different place.</li> <li>3) Be able to explore symmetrical and asymmetrical balances on own and with a partner.</li> <li>4) Be able to explore and develop control in taking some/all of a partners weight using counter balance (pushing against) and counter tension (pulling away from).</li> <li>5) Be able to perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</li> <li>6) Be able to begin to take more weight on hands when progressing bunny hop into hand stand.</li> </ol>
	Year 1/2:	Year 3/4:	Year 5/6:
Travel	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to travel on hands and feet (hands flat on floor and fully extend arms).</li> <li>2) Be able to monkey walk (bent legs and extended arms).</li> <li>3) Be able to caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position).</li> <li>4) Be able to bunny hop (transfer weight to hands).</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to use a variety of rolling actions to travel on the floor and along apparatus.</li> <li>2) Be able to travel with a partner; move away from and together on the floor and on apparatus.</li> <li>3) Be able to travel at different speeds e.g. move slowly into balance, travel quickly before jumping.</li> <li>4) Be able to travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.</li> <li>2) Be able to increase the variety of pathways, levels and speeds at which to travel.</li> <li>3) Be able to travel in time with a partner, move away from and back to a partner.</li> </ol>



	Year 1/2:	Year 3/4:	Year 5/6:
Jump	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to explore shape in the air when jumping and landing with control (e.g. star shape).</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to leap forward in a stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing).</li> <li>1) Be able to add a quarter or half turn into a jump before landing.</li> <li>2) Be able to make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to make symmetrical and asymmetrical shapes in the air.</li> <li>2) Be able to jump along, over and off apparatus of varying height with control in the air and on landing.</li> </ol>
	Year 1/2:	Year 3/4:	Year 5/6:
Roll	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to develop control in different rolls.</li> <li>2) Pencil Roll – from back to front keeping body and limbs in a straight shape.</li> <li>3) Egg Roll – lie on side in a tucked shape, holding knees tucked into chest, roll onto back and onto other side. Repeat to build up core strength.</li> <li>4) Dish Roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</li> <li>5) Be able to forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to an inverted ‘V’ position.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</li> <li>2) Be able to combine the phases of earlier rolling actions to perform the full forward roll.</li> <li>3) Be able to begin the backward roll.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to explore different starting and finishing positions when rolling, e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</li> <li>2) Be able to explore symmetry and asymmetry throughout the rolling actions.</li> </ol>
	Year 1/2:	Year 3/4:	Year 5/6:
Sequencing	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to perform a gymnastic sequence with a balance, a travelling action, a jump and a roll.</li> <li>2) Be able to teach a sequence to a partner and perform together.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to perform a gymnastic sequence with clear changes of speed, 3 different balances, with 3 different ways of travelling.</li> <li>2) Be able to work with a partner to create a sequence. From a starting shape, move together e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish.</li> </ol>	<p><b>“Expectations”</b></p> <ol style="list-style-type: none"> <li>1) Be able to create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances.</li> <li>2) Be able to create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.</li> </ol>

