

National Curriculum – Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic
- Principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Skills

What are some skills highlighted within Gymnastics?

Body Control & Shapes:

- Making basic shapes such as tuck, star, pike, and straddle
- Holding simple balances on different body parts
- Showing better control, posture, and body alignment

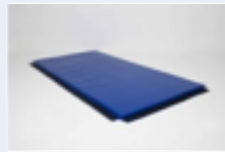
Travelling, Jumps & Rolls:

- Travelling in different ways and changing speed or direction
- Performing basic jumps and landing safely
- Practising rolls such as log roll, egg roll, and forward roll
- Beginning simple handstands and cartwheel actions

Sequences & Apparatus:

- Linking movements smoothly to create simple routines
- Using contrasts like high/low or fast/slow in sequences
- Moving safely on apparatus, including simple vaulting
- Creating and performing short themed routines

Equipment used:



Gym Mat



Benches



Climbing Equipment

Vocabulary

Tuck – knees pulled into your chest in a small shape

Straddle – legs wide apart while keeping them straight

Balance – holding still on one or more body parts

Pathway – the direction you move (straight, zig-zag, curved)

Transition – moving smoothly from one action to the next

Straight jump – jumping with your body long and tight

Soft landing – bending your knees to land safely and quietly

Forward roll – rolling over your head onto your feet

Handstand – balancing upside down on your hands

Sequence – a set of moves put together in order

Star shape – arms and legs stretched out wide

Cartwheel – moving sideways with hands and feet touching the floor in turn

Cat leap – a jump where you lift your knees high like a cat

Dish – lying on your back with arms and legs lifted slightly off the floor

Vault – jumping onto and off a piece of apparatus

Gymnastics (Themed Routines) | PE | Years 3 & 4 | Spring 1 2025-26

Key Learning: To develop and apply a range of gymnastic skills—including jumps and leaps, rolls, vaulting, handstands, cartwheels, balances, and movement transitions—to create and perform a smooth, themed routine with control, accuracy, and confidence

1 **Exploring Gymnastics Shapes and Body Control**

In this lesson, pupils will develop an understanding of basic gymnastics shapes such as tuck, pike, star, straight, and straddle. They will focus on controlling their bodies while travelling and holding shapes with balance and stability. Pupils will learn how to move safely in a gymnastics space, including how to use mats and apparatus responsibly. By the end of the lesson, children should be able to perform simple sequences that link two or more shapes, showing control, focus, and awareness of their own and others' space.

2 **Balances and Transitions**

This lesson aims to develop pupils' ability to perform a range of balances on different body parts, including symmetrical and asymmetrical balances. Pupils will explore how to enter and exit balances smoothly, focusing on strong body tension and controlled movement. They will begin to link balances together using transitions such as rolls, steps, and turns. Pupils will also start to evaluate their own and others' balances, using simple success criteria such as stillness, shape quality, and control.

3 **Travelling Actions and Pathways**

Pupils will explore a variety of travelling movements including rolling, jumping, hopping, skipping, sliding, and crawling. They will learn to travel at different levels (high, medium, low) and along different pathways such as straight, curved, and zigzag. The lesson will encourage pupils to link travelling actions with balances, improving the fluency of their movement. By the end of the session, pupils should be able to perform short sequences that combine travel and balance with increasing confidence and coordination.

4 **Linking Movements into Sequences**

In this lesson, pupils will focus on creating longer gymnastics sequences that include a balance, a travelling movement, and a jump or roll. They will work individually and with partners to plan, practise, and refine their routines. Emphasis will be placed on smooth linking actions, controlled landings, and clear starting and finishing positions. Pupils will also develop their ability to give constructive feedback, using appropriate vocabulary such as levels, pathways, and body shapes.

5 **Partner and Group Routines**

Pupils will work collaboratively to create partner or small group gymnastics routines. They will explore matching and mirroring actions, as well as simple canon movements. The lesson will develop teamwork, communication, and trust, particularly when performing balances with a partner. Pupils will be encouraged to think creatively and include a variety of shapes, levels, and transitions. By the end of the lesson, pupils should be able to perform a group routine that shows cooperation, timing, and controlled movement.

6 **Performing and Evaluating Gymnastics Routines**

This final lesson focuses on performing completed gymnastics routines to an audience. Pupils will refine their sequences, concentrating on quality, accuracy, and confidence. They will perform with clear starting and finishing positions and demonstrate control throughout. Pupils will evaluate performances, identifying strengths and areas for improvement using gymnastics-specific language. The lesson will celebrate progress made over the unit and reinforce the importance of effort, resilience, and positive attitudes towards physical activity.