

National Curriculum – Physical Education

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Skills

What are some skills highlighted within Gymnastics?

Body Control and Movement Skills:

- Perform controlled jumps and leaps with varied shapes in the air
- Execute rolls, including forward and backward rolls
- Demonstrate handstands, cartwheels, and round-offs with stability
- Link movements smoothly into short sequences
- Show changes in direction, speed, and level during routines

Balance, Shapes, and Apparatus Use:

- Maintain balance on different parts of the body and on the equipment
- Explore symmetrical and asymmetrical shapes in movement
- Use apparatus such as benches, mats, and vaulting equipment safely and creatively
- Combine balances and shapes to enhance routines
- Transition effectively between floor and apparatus work

Performance and Creativity:

- Develop themed routines that demonstrate a variety of movements
- Express ideas and creativity through body movement and performance quality
- Incorporate rhythm and timing to link skills seamlessly
- Evaluate and improve performance based on feedback
- Work individually and collaboratively to present polished routines

Equipment used:



Gym Mat



Benches



Gym tables

Vocabulary

Jump – Push off the ground and land on two feet.

Leap – Jump from one foot to the other.

Roll – Turn your body on the floor, like a forward or backward roll.

Handstand – Balance on your hands with your body straight.

Cartwheel – Move sideways in a circular motion on your hands and feet.

Round-off – A cartwheel that finishes with both feet together on the ground.

Balance – Stay steady without falling.

Tuck – Bend your knees and bring them to your chest.

Pike – Keep your legs straight and bend at the hips.

Straddle – Legs spread wide apart while keeping them straight.

Vault – Jump over an apparatus using hands for support.

Sequence – A series of movements linked together.

Transition – Moving smoothly from one skill or position to another.

Symmetrical – Body shapes that are the same on both sides.

Expression – Show feelings or ideas through movement.

Gymnastics (Advanced Themed Routines) | PE | EYFS | Spring 1 2025-26

Key Learning: Be able to perform and combine advanced gymnastics movements—including jumps, leaps, rolls, vaults, handstands, cartwheels, and round-offs—demonstrating control, balance, and creativity. They will link movements fluidly, incorporate apparatus and equipment effectively, and design and perform themed routines that showcase varied shapes, balance, and expressive movement.

- 1 Exploring Advanced Gymnastic Shapes and Transitions**

In this lesson, pupils will explore and refine a wide range of advanced gymnastic body shapes, including balances, tension shapes, and counterbalances. They will focus on smooth and controlled transitions between shapes, understanding how movement quality affects performance. Pupils will begin to link actions with increased fluency while maintaining control and stability. Through peer observation and teacher feedback, they will start to evaluate the effectiveness of their shapes and transitions, using correct gymnastics vocabulary to describe strengths and areas for improvement.
- 2 Linking Actions into Short Sequences**

Pupils will develop their ability to link balances, rolls, jumps, and travelling actions into short gymnastic sequences. They will experiment with changes in level, direction, and speed to enhance the quality of movement. Emphasis will be placed on maintaining body tension and control throughout each action. Pupils will work individually and in pairs to create sequences that flow smoothly, demonstrating improved coordination and spatial awareness. They will reflect on their own and others' work to identify how sequences can be improved.
- 3 Developing Partner and Group Balances**

In this lesson, pupils will work collaboratively to create partner and small-group balances that demonstrate strength, stability, and trust. They will explore counter-tension and counter-balance techniques while ensuring safe lifting and supporting methods. Pupils will learn how effective communication and teamwork contribute to successful performance. They will begin to incorporate group balances into short sequences, focusing on clear starting and finishing positions. Evaluation will focus on control, creativity, and how well pupils support one another.
- 4 Introducing Themes and Expression in Routines**

Pupils will explore how a theme (such as symmetry, contrast, or a simple narrative) can influence the structure and expression of a gymnastic routine. They will select actions that best communicate their chosen theme and experiment with expressive elements such as timing, facial expression, and body posture. Pupils will combine technical skill with creativity, ensuring movements remain controlled and precise. Through discussion and peer assessment, they will consider how effectively their routines communicate the intended theme.
- 5 Refining and Improving Advanced Routines**

This lesson focuses on refining routines through repetition, feedback, and thoughtful improvement. Pupils will identify strengths and areas for development within their sequences, particularly focusing on fluency, control, and consistency. They will make purposeful changes to transitions, balances, and timing to enhance overall performance quality. Pupils will demonstrate resilience and focus as they practise, understanding that improvement comes through reflection and effort. Peer and self-assessment will be used to support progression.
- 6 Performing and Evaluating Final Gymnastic Routines**

In the final lesson, pupils will confidently perform their completed gymnastic routines to an audience. They will demonstrate control, balance, strength, and fluency, applying the skills developed throughout the unit. Pupils will evaluate performances using clear success