Pupils will continue to develop their character and **personal skills.**

Pupils will continue to **understand** why they are implementing a broad range of skills.

Pupils will continue to **develop** their knowledge of how to implement a broad range of skills.

Beyond KS2 pupils will know:

How to create a sequence of movements, bringing together a combination of concepts such as canon, unison, levels, direction, flight, counter balance, counter tension, symmetry and asymmetry.

Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.

In **Year 6** pupils will know:

Creativity

Accurate Timings

How to create a sequence, by combining movements and balances, with flow and accurate timings.

What we mean by 'Creativity'.

Creativity is the way a gymnast chooses to execute the sequence using the apparatus and compositional themes.

Why it is so important to execute a sequence with **accurate timings.**

How to include a **change of speed** in our movements.

Jumping and **Landing**

Flight

In **Year 5** pupils will know:

What we mean by **'flight'.**

Flight in gymnastics, refers to a moment when the gymnast is suspended completely in the air without hands or any other part of the body touching the floor.

How to jump and **land safely**.

What we mean by a **change in direction.**

Direction refers to when a gymnast changes the course along which they were moving.

How to reflect and evaluate using their observations to make accurate improvements to our own and others performances.

In **Year 4** pupils will know:

Levels and **Direction**

Sequences

How to **peer and self assess**, identifying strengths and weaknesses in our own and others' performances.

How to create sequences applying changes in **levels** and **direction**.

What we mean by a **change in level.**

Levels refer to when a gymnast is creating movements and balances that are performed using different heights, either on the floor or on apparatus.

Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence.

Why it is so important to create 'excellent' movements and balances.

Pupils will understanding that 'excellent' refers to when we control our bodies so they are silent, extending our fingers and toes and are able to hold our balances still for at least four seconds.

Peer and **Self Assess**

Canon and **Unison**

In **Year 3** pupils will know:

How to perform movements in both canon and unison.

What **Canon** and **Unison** mean.

How to use a variety of apparatus when we are creating movement sequences.

How to link movements and **balances** together, using a variety of different **pathways**; Zig zag and Curved.

In **Year 2** pupils will know:

Linking

Flow

Pathways

How and where to use more than one piece of apparatus at the same time to create movements and balances. **'interesting' gymnastics**.

Why applying 'flow' as we link our movements together is so important.

How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.

How to 'transition' between movements, adding movements together and transitioning between them.

How to create **movements** on the floor and on apparatus, using a variety of **'big'** body parts (tummy, back, side and bottom).

Transition

'Big' and 'Small' body parts

In **Year 1** pupils will know:

Why it is important to perform each movement and balance like a 'champion' and understand the difference between moving on **'big'** and **'small'** body parts.

How to create **movements** on the floor and on apparatus, using a variety of '**small**' body parts (hands, knees, elbows and feet).

Why it is so important to move and balance like a 'Champion'.

'Champion' refers to when we are being silent, pointing their fingers and toes and are still when we make a shape/balance.

How we can move our bodies using **big** and **small** movements.

How to create balances **'shapes'** using different body parts.

In **EYFS** pupils will know:

Movement

Balance

Apparatus

How we can move our bodies in **different directions** on the floor and on apparatus.

Why it is important to use the **apparatus safely**.

How to be **creative on the apparatus,** moving through, along, across, over and under a variety of apparatus.

Knowledge Progression Journey 2

Gymnastics

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