

**Recap: What do we know about gymnastics?**

**Lesson 1/6**

**To be able to perform  
individual and partner  
balances with control.**

<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>
<ul style="list-style-type: none"><li>• I can explain what makes a balance controlled.</li><li>• I can describe how to keep my body tense.</li><li>• I can explain how to work safely with a partner.</li></ul>	<ul style="list-style-type: none"><li>• I can perform balances on my own.</li><li>• I can perform balances with a partner.</li><li>• I can hold balances for 3–5 seconds.</li></ul>	<ul style="list-style-type: none"><li>• I can perform balances with confidence.</li><li>• I can present my balances to others.</li><li>• I can encourage my partner during performance.</li></ul>

**Recap:** To be able to perform individual and partner balances with control.

## **Lesson 2/6**

# **To be able to perform a variety of rolls with control.**

<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>
<ul style="list-style-type: none"><li>• I can explain how to tuck my head safely in rolls.</li><li>• I can describe the difference between forward and teddy bear rolls.</li><li>• I can explain what makes a roll smooth.</li></ul>	<ul style="list-style-type: none"><li>• I can perform a forward roll with control.</li><li>• I can perform a teddy bear roll safely.</li><li>• I can link 2 rolls together with a balance.</li></ul>	<ul style="list-style-type: none"><li>• I can perform rolls with confidence.</li><li>• I can finish each roll in a strong position.</li><li>• I can share my rolls with a partner or group.</li></ul>

**Recap:** To be able to perform a variety of rolls with control.

### **Lesson 3/6**

# **To be able to perform jumps with control in take-off and landing.**

#### **EDSTART KNOW**

- I can explain how to land safely.
- I can describe different jump shapes.
- I can explain why arms help in jumps.

#### **EDSTART GO**

- I can perform straight, star, and tuck jumps.
- I can land with soft knees and balance.
- I can link 2 jumps in a short sequence.

#### **EDSTART SHOW**

- I can perform jumps with confidence.
- I can link jumps into a routine.
- I can perform jumps with a partner or group.

**Recap:** To be able to perform jumps with control in take-off and landing.

## **Lesson 4/6**

# **To be able to perform simple balances and jumps safely on apparatus.**

### **EDSTART KNOW**

- I can explain how to stay safe on apparatus.
- I can describe balances that work on benches.
- I can explain how to land safely from apparatus.

### **EDSTART GO**

- I can perform balances on apparatus.
- I can perform simple jumps onto mats.
- I can create a short sequence with apparatus.

### **EDSTART SHOW**

- I can perform apparatus skills with confidence.
- I can use equipment safely with my partner or group.
- I can perform an apparatus sequence to others

**Recap: To be able to perform simple balances and jumps safely on apparatus.**

## **Lesson 5/6**

# **To be able to create a short gymnastics sequence with variety.**

### **EDSTART KNOW**

- I can explain why a sequence needs a beginning, middle, and end.
- I can describe how transitions make skills flow.
- I can explain how to include variety in my routine.

### **EDSTART GO**

- I can create a routine with balances, rolls, and jumps.
- I can link my skills using simple transitions.
- I can practise my sequence with my group

### **EDSTART SHOW**

- I can perform my routine with confidence.
- I can present my sequence to an audience.
- I can celebrate my group's effort.

**Recap: To be able to create a short gymnastics sequence with variety.**

## **Lesson 6/6**

# **To be able to perform and reflect on a gymnastics sequence.**

<b>EDSTART KNOW</b>	<b>EDSTART GO</b>	<b>EDSTART SHOW</b>
<ul style="list-style-type: none"><li>• I can explain what makes a good gymnastics performance.</li><li>• I can describe on strength in my work.</li><li>• I can explain one way to improve.</li></ul>	<ul style="list-style-type: none"><li>• I can perform my routine confidently.</li><li>• I can use posture and control when performing.</li><li>• I can reflect on my routine.</li></ul>	<ul style="list-style-type: none"><li>• I can perform proudly to an audience.</li><li>• I can give positive feedback to others.</li><li>• I can celebrate my peers' routines.</li></ul>