

Recap: What do we know about gymnastics?

**Lesson 1/6**

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

## **EDSTART KNOW**

- I can explain what makes a balance controlled.
- I can describe how to keep my body tense.
- I can explain how to work safely with a partner.

## **EDSTART GO**

- I can perform balances on my own.
- I can perform balances with a partner.
- I can hold balances for 3–5 seconds.

## **EDSTART SHOW**

- I can perform balances with confidence.
- I can present my balances to others.
- I can encourage my partner during performance.

**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.**

**EDSTART KNOW**

- I can explain how to tuck my head safely in rolls.
- I can describe the difference between forward and teddy bear rolls.
- I can explain what makes a roll smooth.

**EDSTART GO**

- I can perform a forward roll with control.
- I can perform a teddy bear roll safely.
- I can link 2 rolls together with a balance.

**EDSTART SHOW**

- I can perform rolls with confidence.
- I can finish each roll in a strong position.
- I can share my rolls with a partner or group.

**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.**

## **EDSTART KNOW**

- I can explain what makes a good gymnastics performance.
- I can describe on strength in my work.
- I can explain one way to improve.

## **EDSTART GO**

- I can perform my routine confidently.
- I can use posture and control when performing.
- I can reflect on my routine.

## **EDSTART SHOW**

- I can perform proudly to an audience.
- I can give positive feedback to others.
- I can celebrate my peers' routines.