

# MOVING EDSTART

## Year 1 - Gymnastics Unit of Work

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

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**Children can:**

- Explore shapes, balances, rolls, and jumps through toy themes.
- Use small apparatus to travel like toys moving in a toy shop.
- Practise safe climbing, stepping, and jumping.
- Link 2 moves into mini toy-inspired stories.
- Share and celebrate their performances.

### Learning Objective

### Learning Outcomes

#### 1 To be able to perform simple shapes like toys

##### Children can:

- Show toy-inspired shapes like soldiers, balls, and kites using clear body positions.
- Hold still for 2 seconds while keeping strong balance and control.
- Copy a partner's toy shape by watching carefully and matching their movement.

#### 2 To be able to balance in different toy shapes.

##### Children can:

- Balance like robots, teddies, or dolls using clear, imaginative body positions.
- Hold for 2 seconds while staying steady and controlled.
- Show their balance to a partner and watch each other carefully.

#### 3 To be able to roll safely like toys.

##### Children can:

- Rock in tuck like toy balls, keeping their body small and controlled.
- Log roll like toy cars, moving smoothly in a straight line.
- Finish in a toy shape to show a clear ending position.

#### 4 To be able to jump and land safely like toys.

##### Children can:

- Jump like jack-in-the-boxes or kites, showing strong, clear body shapes.
- Land softly with bent knees to stay safe.
- Link 2 jumps smoothly to create a mini sequence.

#### 5 To be able to travel in different ways like toys

##### Children can:

- March like toy soldiers, crawl like teddies, and tiptoe like dolls using confident movements.
- Travel on floor and apparatus safely while exploring different actions.
- Show start and finish shapes clearly to demonstrate good control.

#### 6 To be able to perform and reflect on a toy-themed routine.

##### Children can:

- Perform a short routine with floor and apparatus using clear, confident movements.
- Share what they enjoyed to celebrate their learning and effort.
- Try again to improve their routine and show better control.

### Assessment Mark

### Requirements

#### Working Towards

- Can copy and attempt basic toy shapes and balances but may wobble or lose control.
- Can attempt simple rolls or jumps but may need reminders for safety.
- Needs support to link 2 skills into a short routine.
- Relies heavily on teacher prompts.

#### On Target

- Can perform basic toy shapes, balances, rolls, and jumps with some control.
- Can link 2-3 movements into a short routine with a start and finish.
- Uses mats and benches safely with occasional reminders.
- Beginning to describe what they liked in another's performance.

#### Above Target

- Performs toy shapes, balances, rolls, and jumps with consistent control.
- Creates and performs short routines (3+ skills) with smoother transitions.
- Uses apparatus safely and shows awareness of space and others.
- Can give simple feedback and try to improve using advice.

#### Excelling

- Shows high control and body tension in toy shapes, balances, rolls, and jumps.
- Creates imaginative toy-themed routines that include variety and presentation.
- Works independently and safely, adapting skills to apparatus or sequences.
- Gives thoughtful feedback using gymnastics language and applies it to improve.

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.

To achieve **EXCELLING**, pupils must achieve all bullet points from **WORKING TOWARDS**, **ON TARGET** and **ABOVE TARGET** as well as at least 3 bullet points from **EXCELLING**.