

# MOVING EDSTART

## EYFS (Reception) - Gymnastics Unit of Work

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

**Children can:**

- **Explore and perform basic gymnastic shapes, balances, rolls, and jumps with growing control and confidence.**
- **Link movements together into simple routines with a clear start and finish to show their learning.**
- **Develop body control, balance, and safe use of mats and apparatus during different activities.**
- **Grow confidence in performing and working with others by sharing ideas and practising together.**

## Learning Objective

## Learning Outcomes

### 1 To explore rocket, star, and moon shapes with control and stillness.

#### Children can:

- Make rocket, star, and moon shapes using strong, imaginative body positions.
- Hold my shape still for 3 seconds while balancing carefully and staying focused.
- Copy and perform shapes to a partner by watching closely and matching their movement.

### 2 To perform balances with stillness.

#### Children can:

- Balance on 1 foot, knees, or front support using steady, controlled body positions.
- Hold for 3-5 seconds while staying focused, still, and balanced.
- Copy a partner's balance by watching carefully and matching their position.

### 3 To explore rolling actions safely

#### Children can:

- Rock in a tucked shape using smooth, controlled movements.
- Roll sideways safely by stretching long and moving in a straight line.
- Finish in a shape to show clear control and good body awareness.

### 4 To perform rocket and star jumps with control.

#### Children can:

- Perform rocket and star jumps using strong, confident body shapes.
- Land safely with bent knees to stay balanced and controlled.
- Link jumps together smoothly to create a short jumping sequence.

### 5 To link travel, roll, and jump into a routine.

#### Children can:

- Link 3 skills together smoothly to create a short sequence.
- Show a start and finish to a simple routine with clear body shapes.
- Rehearse a routine with others by practising, sharing ideas, and working together.

### 6 To perform and evaluate routines.

#### Children can:

- Perform a short routine confidently, showing clear and controlled movements.
- Repeat with improvements by focusing on what went well and what to change.
- Offer feedback to others kindly, helping partners improve their routines.

### Assessment Mark Requirements

#### Working Towards

- Copy simple shapes and balances, even if they sometimes wobble while trying their best.
- Try a roll or jump and listen for reminders to help them stay safe and controlled.
- Join two moves together and use help when needed to make the sequence smooth.
- Work on staying still or finishing a move by practising focus and body control.

#### On Target

- Show rocket, star, moon, and simple balances with control and clear body shapes.
- Do a tuck rock or log roll and land a jump safely with good balance.
- Join 2-3 moves into a routine with a clear start and finish to show their skills.
- Perform to their friends with growing confidence and pride in their movements.

#### Above Target

- Show shapes, balances, rolls, and jumps with good control and clear body awareness.
- Make smooth transitions between moves to help their routine flow confidently.
- Create a short routine with a partner or group by sharing ideas and working together.
- Give kind feedback to others and improve their own work by listening and reflecting.

#### Excelling

- Perform a variety of shapes, balances, rolls, and jumps with control and imagination to show creativity.
- Create and perform a sequence that is smooth, clear, and confident, linking movements effectively.
- Lead their partner or group in planning and performing by sharing ideas and guiding others.
- Use feedback to improve and help others improve too by listening carefully and giving thoughtful suggestions.

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**.