

# MOVING EDSTART

## Year 3 - Gymnastics Unit of Work

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

**Children can:**

- **Explore basic gymnastic shapes and learn how to hold them still.**
- **Practise simple balances, rolls, and jumps with safe technique.**
- **Develop confidence moving safely on mats and low apparatus.**
- **Begin to link 2–3 movements into very short routines.**
- **Perform simple movements to a partner or small group.**
- **Reflect on what they enjoyed and one way they could improve.**

# Year 3 - Gymnastics

## Unit of Work

MOVING  
EDSTART

### Learning Objective

### Learning Outcomes

**1 To be able to perform simple gymnastic shapes with control.**

**Children can:**

- Show basic shapes like tuck, star, straight, and straddle using clear, strong body positions.
- Hold each shape still for 2-3 seconds while balancing carefully and staying controlled.
- Copy a partner's shape by watching closely and matching their movements accurately.

**2 To be able to perform basic balances with control.**

**Children can:**

- Perform balances on different body parts using steady, controlled positions with confidence.
- Hold a balance for 2-3 seconds while staying focused, still, and balanced.
- Copy and share balances with a partner to practise together and learn from each other.

**3 To be able to perform simple rocking and rolling movements.**

**Children can:**

- Perform a rocking movement in tuck using smooth, controlled motions to stay balanced.
- Perform a simple log roll by stretching long and rolling in a straight, safe line.
- Link a roll with a finishing shape to show good control and body awareness.

**4 To be able to perform basic jumps and land safely.**

**Children can:**

- Perform straight and star jumps using clear, strong body shapes.
- Land safely with bent knees to stay balanced and protected.
- Link 2 jumps together smoothly to create a short sequence.

**5 To be able to travel in different ways and link movements.**

**Children can:**

- Travel in different ways across mats, such as crawling, stepping, or jumping confidently.
- Link a balance, a roll, and a jump together to create a smooth sequence.
- Show a clear start and finish shape to demonstrate control and focus.

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

**Children can:**

- Perform a 2-3 skill sequence with confidence, control, and clear movements.
- Share one thing they enjoyed to celebrate their effort and progress.
- Try again to improve their routine and show stronger, more confident skills.

### Assessment Mark Requirements

#### Working Towards

- Can copy and attempt basic shapes and balances but may wobble or lose control.
- Can perform simple rolls or jumps with support, though transitions are not smooth.
- Needs reminders to use equipment and space safely.
- Relies on teacher prompts to recall or perform short sequences.

#### On Target

- Can perform a range of basic shapes, balances, rolls, and jumps with some control.
- Can link 2-3 movements into a short sequence with a clear start and finish.
- Uses equipment and space safely with occasional reminders.
- Beginning to give simple feedback on performance (e.g., "I liked your balance").

#### Above Target

- Performs shapes, balances, rolls, and jumps with consistent control and stillness.
- Creates and performs short sequences (3-4 skills) that include changes of level, direction, or speed.
- Uses apparatus confidently and shows awareness of others when performing.
- Can evaluate own and others' routines with simple suggestions for improvement.

#### Excelling

- Demonstrates high control, body tension, and precision in shapes, balances, rolls, and jumps.
- Creates imaginative sequences that link 4+ skills with fluency, variety, and clear presentation.
- Works independently and safely, adapting skills to apparatus or group routines.
- Gives thoughtful feedback using gymnastics language (e.g., balance, tension, transition) and applies it to improve their own performance.

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**.