

Year 6 Term 1  
**PHYSICAL EDUCATION**  
**Gymnastics**



**National Curriculum Links:**

Develop flexibility, strength, technique, control and balance.  
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Essential Prior Learning:**

An awareness of how to develop control, coordination, and balance through basic movements such as rolls, jumps, and balances.  
 Pupils should have experience linking movements to create simple sequences and performing them with some fluency and accuracy.  
 They should also be familiar with safe use of apparatus and understand basic principles of body tension and spatial awareness.

**Progression in Skill:**

Synchronise movements in pairs, using both symmetrical and asymmetrical shapes to assist.  
 Vault onto and over apparatus.  
 Perform jumps from height with precise shapes mid-air.  
 Continue to develop longer and more challenging sequences, combining a number of taught skills: travelling, balancing, jumping and rolling.  
 Agility is improved.  
 Gymnastics should develop total body strength: what does this mean? Can you explain how/what this feels like?

Those who participate in sport tend to have higher levels of self-esteem: why do you think that is? Is this true for you?

Carry out skills safely.

There are eight events in gymnastics: floor, beam, vault, uneven bars, parallel bars, pommel horse, rings, horizontal bars.

Make decisions about when to develop an 'easier' routine that can be executed perfectly and when to challenge yourself by including more difficult elements.

Nadia Comaneci was the first gymnast to be awarded a perfect score of 10 at the Olympics – she was 14.

**Long-term Memory Knowledge:**

Work with a partner, making symmetrical and asymmetrical shapes, moving in synchronisation.  
 Demonstrate vaulting onto and over apparatus and jumping from height, forming precise shapes whilst mid-air.

Create sequences of increasing length, incorporating travelling, balancing, jumping and rolling.

Talk about how gymnastics supports the development of total body strength, what this means and what it feels like.

Explain why those who participate in sport tend to have a higher level of self-esteem.

Work safely in the environment with the equipment and the people around you.

Know that competitive gymnastics is composed of multiple events and name some.

Explain why some gymnasts may put together more complex routines than others.

Know who Nadia Comaneci is and why she is well-known in the world of gymnastics.

**Key Vocabulary**

<b>balance</b>	holding a position steadily using control and body tension
<b>body tension</b>	tightening muscles to hold shapes and maintain control

<b>transition</b>	the movement that links one action or shape to another
<b>extension</b>	fully stretching arms, legs, and body to create clean lines
<b>control</b>	moving with accuracy and stability, especially during complex actions
<b>fluency</b>	performing movements smoothly and with flow, without pausing
<b>sequence</b>	a series of movements performed in a specific order

**Progression in Resources:**

Floor mats – Used consistently through KS2, but Year 6 pupils perform more advanced rolls, balances, and sequences on them.

Benches – Used for travelling, balancing, and linking movements; pupils progress to incorporating them into routines.

Vaults – Provide height for jumping and vaulting; Year 6 pupils develop take-off and landing techniques.

Wall bars – Support climbing and hanging movements, enhancing strength and coordination.

Balance beams – Require precision and control; Year 6 pupils attempt more challenging balances and transitions.

Springboards – Introduced in upper KS2 to develop take-off power for vaults and jumps.

**Relevance**

<b>Now</b>	develop strength, coordination, and confidence through enjoyable physical activity.
<b>Future</b>	The physical skills and discipline gained support success in other sports and promote lifelong fitness.
<b>Aspiration</b>	Gymnastics encourages goal setting, perseverance, and self-belief, inspiring children to achieve personal bests and pursue athletic interests.