



TEALBY PRIMARY SCHOOL

'Aspire, Believe, Achieve'

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage.

We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

EYFS Gymnastics

Week	Link to Learning Map	Success Criteria
1	I understand how to move in a controlled and co-ordinated way, using large and small movements at different levels.	Children show safe movements around designated spaces. Children can show different ways to move at low, medium and high levels.
2	I understand what a balance is, and I am becoming more controlled when performing a stationary balance.	Children understand that a balance is a position of stillness. Children can perform a stationary balance both alone and with a partner.
3	I can use different parts of my body in a controlled way to make different shapes.	Children can work well as part of a group to use different parts of their body to make a variety of shapes.
4	I can work safely on a mat and I am becoming more confident in exploring how to use my body to perform larger and smaller movements across the mat.	Children can use equipment safely and are becoming more confident in travelling across the mat in different ways. They are beginning to explore a variety of rolls, spins and turns.
5	I can use equipment safely, moving over, under and through it, and jumping from it.	Children can explore equipment safely ensuring that they are using it in the correct way. They travel at different levels.
6	I can show good control and coordination when moving in large and small movements and can negotiate space safely, with or without the use of equipment.	Children can move around a safe space with confidence, using their bodies in a controlled way at low, medium and high levels.

Yr1/2 Gymnastics

Week	Link to Learning Map	Success Criteria
1	I understand how to move into space in a controlled and co-ordinated way, using large and small movements at different levels. I can also navigate equipment	Children show an understanding of different movements around safe space. Children can show creativity in different ways to move and can use equipment safely.



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	safely, moving over, under and through things.	
2	I understand how to perform a stationary balance on small and large parts of my body at different levels.	Children can perform a stationary balance both alone and with a partner. They can begin to explore using different parts of their body and balance at low, medium and high levels.
3	I can move in a variety of pathways in different directions with control and coordination.	Children can move in a range of different pathways; straight, zig zag, curving. They can travel in different direction safely and with confidence; forward, sideways and backwards.
4	I can use my body in a controlled way to make different shapes and travel in different directions.	Children can work well as part of a group to use different parts of their body to make a variety of shapes. They can make shapes that are long, narrow, wide and short.
5	I can use the mats safely and have a good understanding on how to perform different rolls safely. I can travel across the mats with control.	Children can perform a variety of rolls safely and can spin and rock with control.
6	I can understand and show a variety of controlled turning jumps, using one or two feet.	Children can use equipment safely and sensibly jumping from it with care and landing in a controlled way.

Yr3/4 Gymnastics

Week	Link to Learning Map	Success Criteria
1	I can travel showing a range of stretched and curled shapes in different directions with control.	Children can show control and coordination in travelling in different directions using a variety of shapes and techniques.
2	I can identify and use a variety of body parts for a supporting balance both on my own or with a partner or small group. I can also think of balancing at different levels.	Children can show good understanding and control when balancing both on their own and with others. They understand that changing the level of the balance can also make it more challenging.



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3	I can identify flexible and direct pathways and demonstrate how to use different fluent movements from one space to another.	Children show good understanding of how they can travel in different directions at different levels fluently and can negotiate space safely.
4	I can identify and perform a range of different types of rolls and can perform them safely in different directions.	Children can safely perform a variety of rolls including; forward, backward, log and teddy bear.
5	I can show a variety of travelling, jumping, rolling and balancing skills. I also understand how different body parts can bear different weight.	Children are capable of showing different ways that they can travel, jump, roll and balance and are capable of linking the different elements together.
6	I can use equipment correctly and safely, travelling over, under and through it as well as jumping from it safely with a controlled landing.	Children can show a good understanding of how to use equipment correctly and safely.

Yr5/6 Gymnastics

Week	Link to Learning Map	Success Criteria
1	I can use variety of spatial relationships when working with a partner. I can understand, identify and use the terms synchronisation and cannon.	Children can work well with a partner and are capable of creating movements with symmetry and precision.
2	I can identify and show a range of bridge shapes with back, front or side towards the floor or apparatus.	Children are capable of holding a bridge shape with control and confidence.
3	I can make clear, controlled balances and shapes for a partner to travel over or under.	Children are confident in holding controlled balance with a variety of different contact points to the floor and at different levels. They can work well with a partner or small group to create a sequence of different balances.
4	I can confidently explain how to and perform a variety of rolls with control and coordination in different directions.	Children are confident in performing a range of different roles. They can also explain how they can be performed safely and correctly.



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5	I can safely use and just from equipment. I can identify and show a variety of basic jumps and demonstrate clear body shapes in the air.	Children are becoming more confident when jumping and landing. They can perform jumps with control and coordination and can perform a range of jumps; star, tuck, straddle, pike and rotational.
6	I can link together travelling, jumping, rolling and balancing and put it into a sequence where it flows from one movement to another.	Children can link movements learnt in a sequence where it flows from one thing to another.