

What we already know (7):

- Can hold different positions when balancing and use different shapes to express a given theme/ mood.

**Gymnastics
Year 8/9**

What's next (Stage 8)

- Can create sequences that have changes of speed and level.

Physical Education Golden Concepts

Health related fitness

Movement and agility

Teamwork and communication

Fundamental skills

Building confidence and leadership

Key Vocabulary

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| Balance | Holding a body position still and controlled on the floor or apparatus. |
| Flight | Moving through the air (e.g., during a jump, leap, or somersault). |
| Rotation | Turning or twisting the body around an axis (forwards, backwards, sideways). |
| Shape | The position of the body in movement or stillness (e.g., tuck, pike, star, straight). |
| Routine | A planned sequence of skills performed smoothly and with control. |
| Transition | The movement linking two skills together in a routine. |
| Control | Maintaining good body tension and balance during movements. |
| Sequence | A connected series of movements performed in order. |
| Aesthetics | How pleasing and fluent a performance looks to an audience. |

What I will know by the end of the unit:

Perform a range of gymnastics and trampolining skills with good **control**, **balance**, and body tension.

Demonstrate key **shapes** and movements such as tucks, pikes, straddles, jumps, and rolls.

Create and perform **sequences** or **routines** that show creativity, fluency, and accurate transitions.

Understand and apply safety rules, including correct **take-off**, landing, and spotting techniques.

Recognise the importance of physical components such as strength, flexibility, coordination, and **balance** in gymnastics and trampolining.

