

Name of unit: Body Control & Basic Sequences	
Expected Outcomes By the end of this unit, pupils will be able to: Demonstrate 3 basic gymnastic shapes with control (e.g., tuck, star, pike). Perform a controlled static balance for 3 seconds. Perform a basic jump on the floor and/or trampoline safely. Link two or three movements together to create a simple sequence.	
Developmental Focus Opportunities Gross Motor Skills: Directly addressing the ELG to 'demonstrate strength, balance and coordination'. This unit isolates these core components, allowing pupils to develop body tension and control in a stable environment before applying it in more dynamic situations.	
Key Learning Points	Powerful Knowledge
The importance of body tension for creating strong, clear shapes. How to use arms for balance. The difference between a static (still) and a dynamic (moving) balance. How to land safely from a jump (bend knees).	Control comes from the core. Understanding that a tight core/stomach is key to stability in all movements. Good performance is about quality, not just difficulty. A simple move performed well is better than a hard move performed badly.
Subject-Specific Vocabulary	Reading Opportunities
Balance, Sequence, Shape, Tension, Control, Tuck, Star, Pike, Straddle, Jump, Land, Apparatus, Routine.	Following a visual sequence card showing 3 linked moves. Reading safety rules for the trampoline or apparatus. Using a peer-assessment checklist with simple criteria (e.g., "Did they hold the balance?").
Possible Misconceptions	Cross-Curricular Links
I have to do the hardest move I can think of. (Difficulty vs. Quality). If I rush, it will look better." (Speed vs. Control). I don't need to point my toes." (Forgetting about aesthetics and finish).	Art/Design: Creating shapes and patterns with the body. Science: Understanding centre of gravity and balance. Dance: Links to choreography, flow, and performance.