

## Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

## Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

## Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving



## Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 – 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Matching
- Contrasting
- Sequence
- Direction
- Interesting
- Flow
- Explore
- Control
- Shape
- Create

## Teacher Glossary

**Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.

**Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.

**Point balance:** A balance on a small body part e.g. hands, elbows, feet.

**Patch balance:** A balance on a large body part e.g. back, stomach, bottom.

**Sequence:** A number of actions linked together.

**Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

# Where this unit sits



## Assessment Criteria

### Year 2

- I am beginning to provide feedback using key words.
- I am proud of my work and confident to perform in front of others.
- I can describe how my body feels during exercise.
- I can perform the basic gymnastic actions with some control and balance.
- I can plan and repeat simple sequences of actions.
- I can use directions and levels to make my work look interesting.
- I can use shapes when performing other skills.
- I can work safely with others and apparatus.

### Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I understand the benefits of exercise.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

### Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

## Progression of Skills Ladder

<p><b>Shapes</b> Develop the range of shapes they use in their sequences.</p>	<p><b>Inverted movements</b> Develop strength in bridge and shoulder stand.</p>	<p><b>Balances</b> Develop control and fluency in individual and partner balances.</p>	<p><b>Year 4</b></p>	<p><b>Rolls</b> Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>	<p><b>Jumps</b> Develop control in performing and landing rotation jumps.</p>
<p><b>Shapes</b> Explore matching and contrasting shapes.</p>	<p><b>Balances</b> Explore point and patch balances and transition smoothly into and out of them.</p>	<p><b>Balances</b> Remember, repeat and link combinations of gymnastic balances.</p>	<p><b>Year 3</b></p>	<p><b>Rolls</b> Develop the straight, barrel, and forward roll.</p>	<p><b>Jumps</b> Develop stepping into shape jumps with control.</p>
<p><b>Shapes</b> Explore using shapes in different gymnastic balances.</p>	<p><b>Balances</b> Remember, repeat and link combinations of gymnastic balances.</p>	<p><b>Balances</b> Remember, repeat and link combinations of gymnastic balances.</p>	<p><b>Year 2</b></p>	<p><b>Rolls</b> Explore barrel, straight and forward roll and put into sequence work.</p>	<p><b>Jumps</b> Explore shape jumps and take off combinations.</p>