



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Shapes
- Balances
- Shape jumps
- Travelling movements
- Take off and landing
- Barrel roll
- Straight roll
- Forwards roll

Key Skills: S.E.T

- Social: Sharing
- Social: Working safely
- Emotional: Confidence
- Emotional: Independence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions



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.

- Action
- Travel
- Balance
- Jump
- Direction
- Roll
- Link
- Sequence
- Straddle
- Pike
- Tuck
- Star
- Level

Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star.

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

Level: High, medium and low.

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 1

- I am confident to perform in front of others.
- I can link simple actions together to create a sequence.
- I can make my body tense, relaxed, stretched and curled.
- I can recognise changes in my body when I do exercise.
- I can remember and repeat actions and shapes.
- I can say what I liked about someone else's performance.
- I can use apparatus safely and wait for my turn.

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.

Progression of Skills Ladder

<p>Shapes Explore matching and contrasting shapes.</p>	<p>Balances Explore point and patch balances and transition smoothly into and out of them.</p>	<p>Year 3</p>	<p>Rolls Develop the straight, barrel, and forward roll.</p>	<p>Jumps Develop stepping into shape jumps with control.</p>
<p>Shapes Explore using shapes in different gymnastic balances.</p>	<p>Balances Remember, repeat and link combinations of gymnastic balances.</p>	<p>Year 2</p>	<p>Rolls Explore barrel, straight and forward roll and put into sequence work.</p>	<p>Jumps Explore shape jumps and take off combinations.</p>
<p>Shapes Explore basic and still shapes straight, tuck, straddle, pike.</p>	<p>Balances Perform balances making their body tense, stretched and curled.</p>	<p>Year 1</p>	<p>Rolls Explore barrel, straight and forward roll progressions.</p>	<p>Jumps Explore shape jumps including jumping off low apparatus.</p>