



## 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

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Headstand
- Vault

## Key Skills: S.E.T

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



## Ways to improve a sequence

- **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.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.
- **Timing:** Use canon and synchronisation in the performance.

## Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Momentum
- Counter balance
- Aesthetics
- Formation
- Synchronisation
- Stability
- Inverted
- Progression
- Counter tension

## Teacher Glossary

**Counter balance:** A balance where a person uses another person's weight to stay balanced by pushing against them.

**Counter tension:** A balance where a person uses another person's weight to stay balanced by pulling away from them.

**Pathway:** Designs traced in space (on the floor or in the air).

**Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.

**Canon:** When performers complete the same physical action one after the other.

**Synchronisation:** When performers complete the same physical action at the same time.

**Formation:** Where you are in the space in relation to others.

# Where this unit sits

## Assessment Criteria

### Year 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

### Year 6

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of my work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand what counter balance and counter tension is and can show examples with a partner.

## KS3 PE NC Subject Content

- Build on and embed the physical development and skills learnt in Key Stages 1 and 2.
- Become more competent, confident and expert in their techniques.
- Understand what makes a performance effective.
- Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
- Understand and apply the long term health benefits of physical activity.

## Progression of Skills Ladder



### Shapes

Combine and perform gymnastic shapes more fluently and effectively.

### Inverted movements

Develop control in progressions of a cartwheel and a headstand.

### Balances

Explore counter balances and counter tension balances.

**Year 6**

### Rolls

Develop fluency and consistency in the straddle, forward and backward roll.



### Jumps

Combine and perform a range of gymnastic jumps more fluently and effectively.

**Year 5**

### Shapes

Develop the range of shapes they use in their sequences.

### Inverted movements

Develop strength in bridge and shoulder stand.

### Balances

Develop control and fluency in individual and partner balances.

### Rolls

Develop the straight, barrel, forward and straddle roll and perform with increased control.

### Jumps

Develop control in performing and landing rotation jumps.