



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
- Vault

Key Skills: S.E.T

- 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:

- **symmetrical**
- **asymmetrical**
- **extension**
- **rotation**
- **synchronisation**
- **canon**
- **inverted**
- **progression**
- **aesthetics**

Teacher Glossary

- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Pathway:** Designs traced in space (on the floor or in the air).
- 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.
- 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.

Where this unit sits



Assessment Criteria

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.

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 work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand what counter balance and counter tension is and can show examples with a partner.

Progression of Skills Ladder

<p>Shapes Combine and perform gymnastic shapes more fluently and effectively.</p>	<p>Inverted movements Develop control in progressions of a cartwheel and a headstand.</p>	<p>Balances Explore counter balances and counter tension balances.</p>	<p>Year 6</p>	<p>Rolls Develop fluency and consistency in the straddle, forward and backward roll.</p>	<p>Jumps Combine and perform a range of gymnastic jumps more fluently and effectively,</p>	
<p>Shapes Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p>	<p>Inverted movements Explore progressions of a cartwheel.</p>	<p>Balances Explore symmetrical and asymmetrical balances.</p>		<p>Year 5</p>	<p>Rolls Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p>	<p>Jumps Select a range of jumps to include in sequence work.</p>
<p>Shapes Develop the range of shapes they use in their sequences.</p>	<p>Inverted movements Develop strength in bridge and shoulder stand.</p>	<p>Balances Develop control and fluency in individual and partner balances.</p>			<p>Year 4</p>	<p>Rolls Develop the straight, barrel, forward and straddle roll and perform with increased control.</p>