

Our School Values	
Love	We show love by supporting and encouraging one another through different PE activities
Unity	We show unity by working and playing in teams
Courage	We show courage by being brave and trying new things in PE
Inspiration	We show inspiration by encouraging others to have a go and demonstrating our skills



Year 6

Physical Education (PE)

Gymnastics



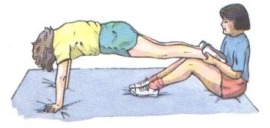
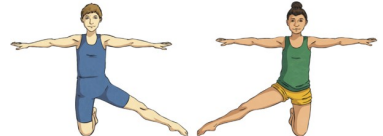
NC Objectives:

To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

To be able to take on board their own and other's evaluations and make adaptations to their work based on this feedback.

	Knowledge I already know	Knowledge I will learn
Travelling	How to use combinations of dynamics (pathways) to use space * Straight jump full turn	How to use combinations of dynamics (pathways) to use space effectively * Cat leap full turn
Shapes and balances	How to perform balances fluently and with control How to explore range of symmetric and asymmetric actions, shapes and balances * Part body weight partner balances	How to demonstrate precise and controlled placement of body parts in their actions, shapes and balances * Full body weight partner balances
Rolls	* Pike forward roll * Tucked backward roll	* Dive forward roll * Backward roll to straddle * Backward roll to standing pike * Pike backward roll
Jump	How to perform jumps fluently and with control * Stag jump * Split leap	How to perform jumps fluently, controlled and off a range of apparatus * Cat leap full-turn * Stag leap
Vault	How to confidently use equipment to vault in a variety of ways * Squat through vault * Hurdle step onto springboard	How to confidently use equipment to vault and incorporate this into sequences * Straddle over vault * Tuck sideways over vault Extended: Star shape over vault
Handstands and cart-wheels	* Lunge into round-off * Hurdle step	* Hurdle step into cartwheel * Hurdle step into roundoff
Sequencing	How to move from floor to apparatus, change levels and move safely How to combine movements with other in a group How to select ideas to compose specific sequences of movements, shapes and balances How to adapt my sequences to fit new criteria or suggestions	How to create my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching How to investigate different ways of working with a partner or small group How to make up a sequence and adapt it to different apparatus layouts
Performance	Apply skills and techniques consistently Combine equipment with movement to create sequences Control actions and combine them fluently Identify what was performed well and what needs improving Identify aspects of their performance to practice and improve	Apply skills and techniques consistently, showing precision and control Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music Begin to record their peers' performances, and evaluate these Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Set out and do risk assessments on apparatus

Key Vocabulary

Word	Definition
Asymmetrical	Does not have sides exactly the same: in the case of gymnastic balances, the partners are holding different balances. 
Symmetrical	Sides are exactly the same: in the case of gymnastics balances, the partners are holding the same balance. 



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Healthy Me

To know how different warm ups and stretches should be used according to the type of exercise that has been done.