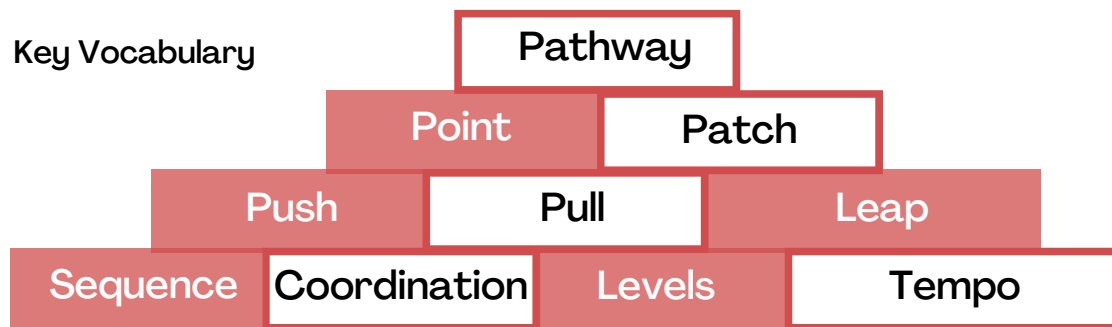


Links to PE National Curriculum

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- 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
- Develop flexibility, strength, technique, control and balance
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Key Vocabulary



Key skills

Physical

- Balancing actions
- Travelling actions
- Jumping actions
- Linking/sequencing actions

Social & Emotional

- Communication
- Collaboration
- Challenging ourselves

Thinking

- Understanding of techniques
- Understanding principles
- Adapting and creating actions and sequences

Glossary

Point

A point is a narrow body part, used to create a point balance, e.g.:

- Feet
- Hands
- Elbows
- Knees
- Head

Patch

A patch is a larger body part that can be used in balancing, e.g.:

- Back
- Rear of shoulders
- Stomach
- Legs

Pathway

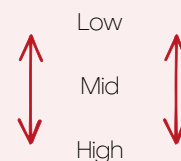
Pathways link to the compositional idea of 'direction'

Can children use different pathways to develop their travelling actions?

Compositional ideas: How can we use these to adapt our actions?

Levels

The use of height:



Tempo

The use of different speeds

Can we adapt our actions by travelling slower or faster?

Direction

Travelling in different directions.

Often referred to as using different 'pathways'.

Relationships

How we work **with** others:

- Different partner balances (**counter balance**, **counter tension**, **touching** and supporting)
- **Matching / Mirroring** / Contrast
- Symmetrical / asymmetrical
- Formation

Timing

How can we use timing to adapt and create actions?

- Use of tempo
- Canon
- Unison

Key questions

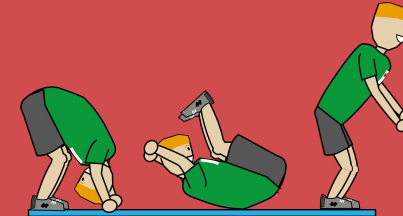
1. Can we explain the balancing terms point, patch, push and pull?
2. How can we use levels and tempo to adapt our actions?
3. Can we explain what a sequence is in gymnastics and what it may include?

By the end of the unit I should...

- Be able to display a range of basic individual and partner balances
- Be able to display variety of basic floor movements
- Start to link actions together to create sequences with some control



Learning Journey – Y2 Gymnastics



Whole child criteria: **Head** | **Hand** | **Heart**

Year 1

- I can start to link different actions together to create basic sequences
- I can understand when I am successful and am willing to improve with guidance
- I can adapt actions to include apparatus
- I can coordinate my body to complete different balances and actions
- I can create simple gymnastics shapes
- I can travel using different body parts
- I can jump and land safely using basic jumps
- I can start to use basic compositional ideas such as direction, levels and tempo
- I can start to show confidence in PE when completing basic balances, shapes and dynamics
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus

Year 2

- I can link simple balance and travelling actions to create short sequences
- I can adapt a sequence/task to include apparatus safely
- I can start to identify different elements of a performance
- I will develop my understanding of basic gymnastics terminology
- I can create a range of gymnastics shapes and start to link shapes together
- I can start to explore balances using different body parts individually and with a partner
- I can jump and land safely using a range of basic jumps
- I can continue to develop a range of basic compositional ideas including direction, levels, and tempo
- I can start to show confidence and some consistency when completing basic balances and actions
- I can work cooperatively with others
- I can work safely and responsibly when using apparatus

Year 3

- With some help, I can recognise how performances could be improved
- I am willing to offer and accept feedback to try and improve a performance
- I can use a greater number of my own ideas for movements to respond to a task
- I can choose a plan a sequence on contrasting actions
- I can demonstrate basic jumps with a safe landing
- I can perform with fluency and control
- I can support weight on different body parts individually and with a partner
- I can refine and perform with control a range of basic compositional ideas including direction, levels, tempo mirroring and unison
- I can display resilience and persistence when completing new tasks
- I can work well with a partner
- I am willing to practice and improve
- I can work safely and responsibly when using apparatus

Other prior learning units (with similar transferrable skills)

- Fundamental movement skills
- Gymnastics
- Yoga
- Dance

Progression of physical skills

Year 1

- Travelling actions feet:
 - Running, Galloping, Side stepping, jumping, leaping
- Travelling actions (hands and feet):
 - Frog, bunny, cat etc.
- Travelling actions (floor movements)
 - Pencil, egg, forward and teddybear roll
- Use of apparatus
- Jumping/leaping
- Jumping actions:
 - Pencil
 - Star
 - Tuck
- Balancing:
 - Supporting weight
 - Exploring points and patches
 - Linking balances together

Year 2

- Travelling actions feet:
 - Running, Galloping, Side stepping, jumping, leaping
- Travelling actions (hands and feet):
 - Frog, bunny, cat etc.
- Travelling actions (floor movements)
 - Pencil, egg, forward and teddybear roll
- Developing balancing control
- Use of apparatus
- Jumping/leaping
- Jumping actions:
 - Pencil
 - Star
 - Tuck
- Exploring gymnastics shapes:
 - Pencil, star, tuck, straddle, pike

Year 3

- Pupils can display a range of travelling actions using their hands and feet
- Pupils can continue to develop a range of basic floor movements
- Pupils can master most if not all fundamental movement skills from KS1
- Pupils can balance with control using different body parts and will start to explore partner balancing
- Pupils can link actions together to create flowing sequences