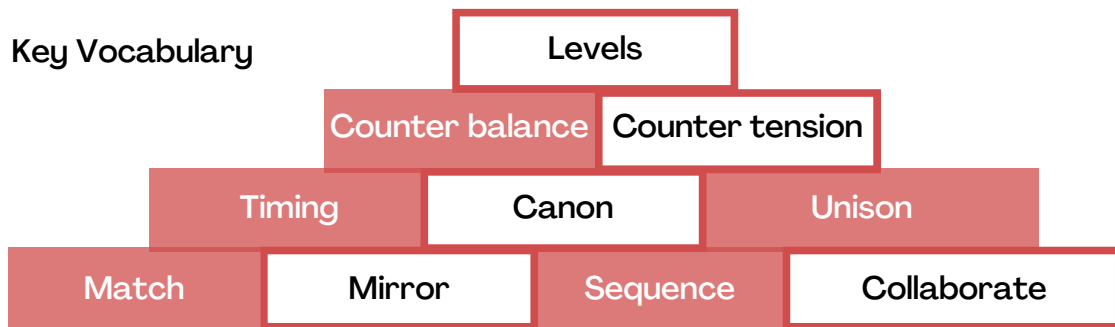


Links to PE National Curriculum

- 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



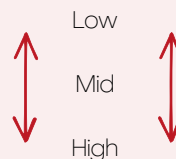
Key skills

Physical	Social & Emotional	Thinking
<ul style="list-style-type: none"> • Balancing actions • Travelling actions • Jumping actions • Linking/sequencing actions 	<ul style="list-style-type: none"> • Communication • Collaboration • Challenging ourselves 	<ul style="list-style-type: none"> • Understanding of techniques • Understanding principles • Adapting and creating actions and sequences

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. Do we have any understanding of compositional ideas?
2. How can we use **timing** ideas to adapt our travelling actions?
3. What do we mean by match and mirror?

By the end of the unit I should...

- Have a basic understanding of compositional ideas (relative to areas learnt)
- Be able to display basic floor movements with some control
- Be able to link actions together to create sequences with greater control

Glossary

Counter balance

Balancing with a partner by **pushing** against their partner with a wider base

Counter tension

Balancing with a partner by **pulling** against their partner with a narrower base

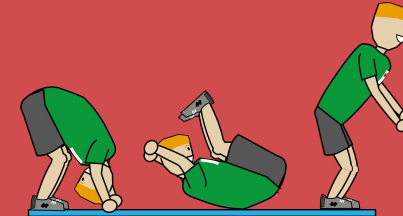
Match and mirror

Matching: Performing the **exact** same pose as partner

Mirroring: Performing a **reflection** of your partners pose



Learning Journey – Y3 Gymnastics



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

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

Year 4

- I can choose practice and refine a sequence on my own
- I can suggest improvements to my own performance and that of others
- I can apply simple choreographic techniques i.e. unison and canon
- I can combine actions in more physically challenging ways
- I can perform with greater fluency; linking sequences of movement
- I can perform more complex gymnastics abilities/actions
- I can demonstrate both matching and mirroring to show difference
- I can collaborate and adapt sequences to include a partner
- I can explore different relationship techniques with a partner including mirroring, matching, unison and canon
- I understand that strength and flexibility can be improved

Other prior learning units
(with similar transferrable skills)

- Fundamental movement skills
- Gymnastics
- Yoga
- Dance

Progression of physical skills

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



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



Year 4

- Pupils can continue to develop a range of travelling actions using their hands and feet
- Pupils can continue to develop a range of floor movements
- Pupils can master fundamental movement skills
- Pupils can display a range of balances individually and with a partner
- Pupils can link actions together to create flowing sequences both individually and with a partner
- Pupils can display matching, mirroring and contrast in their balancing actions