

Gymnastics:

Big Ideas/ Key Elements of PE		
<ul style="list-style-type: none"> - Movement - Development of skills and techniques - Application of skills and techniques - Co-operation/teamwork 	<ul style="list-style-type: none"> — Competition — Games — Tactics - Challenge 	<ul style="list-style-type: none"> - Analysis and evaluation - Preparation for life and participation - Health and fitness — Swimming

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions (skills)	Knowledge	Vocabulary
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1		<p>Phe5:</p> <p>In this unit children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of ‘like’ linked actions, <i>eg two jumps, or two rolls</i>.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and</p>	<p>This unit lays the foundations for gymnastics in year 2, when children will increase their range of basic gymnastic skills and put together a short sequence of ‘unlike’ actions, <i>eg a balance, roll and jump</i>, with a starting and finishing position. They will link actions on the floor with actions on apparatus. They will work with a partner, copy sequences, and begin to use more challenging apparatus. They will lift, carry and place apparatus correctly, and learn how exercise affects the body. They will watch gymnastic performances and learn to describe what they see.</p> <p>In other physical education units, children will use the same range of ‘travelling’ ideas. In dance they will use them to express ideas and feelings, and in games they will develop running and jumping actions, often using or carrying equipment.</p>	<ul style="list-style-type: none"> • developed the ability to follow simple instructions • gained confidence in lifting, carrying and placing small apparatus • developed sound jumping and landing techniques • experienced using space safely, taking account of others • learned vocabulary for the basic actions of gymnastics, <i>eg roll, jump, climb</i>, and can name some body parts 	<ul style="list-style-type: none"> • show basic control and coordination when travelling and when remaining still • identify and copy the basic actions of gymnasts • choose and link two or more actions to make a sequence • remember and repeat these actions accurately and consistently; • find and use space safely, with an awareness of others • show contrasts (such as small/tall, straight/curved and wide/narrow) • Hold positions whilst balancing on different points of the body • Climb safely on equipment 	<p>-to know that space is needed for safety</p> <p>-understand how our bodies can move in different ways</p>	<ul style="list-style-type: none"> • jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide • words to describe speed, <i>eg stop, still, slowly</i> • shape, <i>eg tall, long, wide, narrow</i> • direction, <i>eg up, down, forwards</i> • level, <i>eg high, low</i> • pathway, <i>eg zigzag, straight</i> • body parts and surfaces, <i>eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies</i> • along, around, across, on, off, over, under, through • tension, extension, relaxation

		precision as possible.					
2		<p>Phe6:</p> <p>In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, <i>eg a roll, jump and a shape</i>. They then transfer what they learn on the floor to apparatus.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>This unit lays the foundations for future gymnastic units, in which children will explore the challenge of using apparatus in sequence work. They will improve the quality of their gymnastic actions, <i>eg stretching fingers and pointing toes</i>. They will plan and perform sequences of contrasting actions, with the aim of developing flow and varying speed.</p> <p>In all physical education units, children will learn to work positively and cooperatively with partners. They will watch others perform and will describe important features of their performance</p>	<ul style="list-style-type: none"> experienced different ways of travelling on feet, hands and feet, and without using feet explored ways of varying the basic actions linked a number of basic actions to make a simple, repeatable sequence 	<ul style="list-style-type: none"> plan and repeat simple sequences of 2 or more actions; show contrasts in shape perform basic gymnastic actions with coordination, control and awareness of space describe what they and others have done; say why they think gymnastic actions are being performed well Travel by rolling forwards, backwards and sideways Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. 	<p>To know how to find space to perform gymnastic moves safely</p> <p>Understand how to move different body parts at different times</p>	<ul style="list-style-type: none"> hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn words to describe: <ul style="list-style-type: none"> speed, <i>eg fast</i> shape, <i>eg twisted, curled, wide, narrow</i> level, <i>eg medium</i> direction, <i>eg backwards, sideways</i> pathway, <i>eg zigzag, angular</i> body parts and surfaces, <i>eg legs, arms, hips, fingers, shoulders, tummy, sides</i> under, through, towards, in front, behind, over
3		<p>Phe14:</p> <p>In this unit children focus on improving the quality of their movement, <i>eg by stretching fingers and pointing toes</i>, to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by</p>	<p>This unit lays the foundations for future gymnastic units, in which children will refine and combine their agilities and actions to answer set movement tasks. They will work with a partner on the floor and using apparatus. They will choose and adapt actions from their individual sequences to create sequences together. They will learn that strength and suppleness affect the performance of gymnastic actions, and will know whether or not the layout of apparatus is safe.</p>	<p>Children have:</p> <ul style="list-style-type: none"> made short sequences of 'unlike' actions, <i>eg jump-roll-balance</i> remembered and repeated sequences accurately linked actions on the floor with actions on the apparatus copied a partner's actions modified their basic actions, <i>eg different levels, shapes, speeds, pathways, body parts</i> 	<ul style="list-style-type: none"> plan, perform and repeat sequences of contrasting actions; Move in a clear, fluent and expressive manner swing and hang from equipment safely (using hands) and adapt sequences to suit equipment explain how strength and suppleness affect performance; compare and contrast gymnastic sequences, commenting on similarities and differences; 	<p>- Know what makes a good performance and show start and end of performance confidently</p> <p>To know that warm ups, cool downs and stretches are essential to get our bodies ready for exercise</p> <p>Identify how our bodies change during exercise.</p>	<ul style="list-style-type: none"> inverted contrasting flow combinations half-turn sustained explosive

		linking actions smoothly and planning variations in speed.			<ul style="list-style-type: none"> with help, recognise how performances could be improved 		
4		<p>Phe15:</p> <p>In this unit children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group.</p>	<p>This unit lays the foundations for gymnastics in year 5, when children will make up longer, more complex sequences and will concentrate on preparing for display. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. They will match, mirror and canon actions with a partner or small group, using the floor and more challenging apparatus.</p> <p>In all physical education units, children will develop their understanding of how muscles work, paying particular attention to how gymnastics develops strength and suppleness. They will use their knowledge and understanding of what makes a good performance to suggest how work could be improved.</p>	<p>Children have:</p> <ul style="list-style-type: none"> made a sequence of contrasting actions, <i>eg two jumps and two balances</i> improved their work by demonstrating extension and body tension, controlled landings, and clear changes of speed and flow in sequence work adapted their work to the needs of a partner 	<ul style="list-style-type: none"> perform actions, balances, body shapes and agilities with control plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Swing and hang from equipment safely (using hands). understand that strength and suppleness can be improved; lead a partner through short warm-up routines recognise criteria that lead to improvement, <i>eg changing a level</i>; watch, describe and suggest possible improvements to their own and others' performances 	<p>To understand what makes a good performance and be able to identify these within others performances.</p> <p>To know that warm ups, cool downs and stretches are essential to get our bodies ready for exercise</p> <p>Identify how our bodies change during exercise and begin to discuss why.</p>	<ul style="list-style-type: none"> rotation, 90°, 180°, 270° spinning axis strength, suppleness, stamina combine approaching, leaving height inversion against, towards, away, across
5		<p>Phe27:</p> <p>In this unit children create longer sequences to perform for an audience. They</p>	<p>This unit lays the foundations for gymnastics in year 6, when children will use low apparatus with a partner. They will arrange the apparatus responsibly, without direct supervision. In both</p>	<ul style="list-style-type: none"> an understanding of the need to practise and refine an action to improve the quality of performance 	<ul style="list-style-type: none"> create, practise and refine longer, more complex sequences for a performance 	<p>Identify how our bodies change when we exercise and to understand why.</p> <p>To be able to lead a warm and cool down</p>	<ul style="list-style-type: none"> asymmetry symmetry display matching flight

		<p>learn a wider range of actions and explore more difficult ways to perform.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>	<p>gymnastics and dance, they will spend longer using their knowledge of compositional principles to adapt and develop their sequences. They will perform their work for an audience. They will also watch performances and begin to make simple judgements against a set of criteria, suggesting ways that work could be improved.</p> <p>In other physical education units, children will concentrate on putting together performances in groups. They will learn more about organisation and composition and be expected to become more fluent in their movements.</p>	<ul style="list-style-type: none"> • combined actions into well-constructed sequences with changes of level and speed • used a range of different clearly formed body shapes • worked side by side with a partner on the floor, and one behind the other using apparatus 	<ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Use equipment to vault and to swing (remaining upright). • lead small groups in warm-up activities; • use basic set criteria to make simple judgements about performances and suggest ways they could be improved 	<p>and be able to understand the main aspects needed for them.</p>	<ul style="list-style-type: none"> • feet apart, feet together • crouch • inclined
6		<p>Phe 28:</p> <p>In this unit children use their knowledge of compositional principles, <i>eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus</i>, to develop sequences that show an awareness of their audience.</p> <p>In gymnastics as a whole, children use skills and agilities individually, in combination and in sequence, with the aim of</p>	<p>This unit lays the foundations for future gymnastic units, in which children will plan and perform a sequence with a partner. They will perform to music, drawing on work already done in dance. They will choose their own apparatus and design a simple layout. They will work in a group of four, concentrating on timing and relationships. They will learn and develop agilities for which they may need physical support at first. They will watch others perform, evaluate how well sequences have been put together, and suggest ways of improving a performance. The year 6 dance activities also focus on using principles of composition, developing an awareness of audience, and working in groups towards a complex task.</p>	<ul style="list-style-type: none"> • performed a sequence of contrasting actions for an audience • experienced matching and mirroring with a partner • learned that ways of linking actions are as important as the actions themselves • set out apparatus safely and efficiently 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> - travelling - balances - swinging - springing - flight - vaults - inversions - rotations - bending, stretching, twisting - gestures - linking skills. • Hold shapes that are strong, fluent and expressive. 	<p>- Understand why activity is good for their health, fitness and wellbeing;</p> <p>- show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>	<ul style="list-style-type: none"> • counterbalance • counter-tension • tension • obstacle • straddle over • aesthetic • judgement

		showing as much control and precision as possible.			<ul style="list-style-type: none">• Include in a sequence set pieces, choosing the most appropriate linking elements.• Vary speed, direction, level and body rotation during floor performances.• Practise and refine the gymnastic techniques used in performances (listed above).• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).• Use equipment to vault and to swing (remaining upright).		
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