

**Gymnastics:**

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

Yr	Term	About the Unit (unit file ref: phe#)	Where the unit fits in	Prior Learning it builds on	Intentions	Vocabulary
R			ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Prior experiences will vary based on previous setting. Experiences can include basic experimental body movement skills like balancing, rolling, climbing and more formal club activities e.g. tumble tots.	To experiments with basic movement skills e.g. walking, jumping, stopping, rolling and skipping. Children will gain initial skills of control and coordination.  To experiments with basic body control and balance e.g. to perform various body point balances with increasing stability. Children will gain initial skills of balance and coordination.	Tuck roll Log roll Dome Dish ....point balance Body parts
1		Phe5: 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>	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.  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	<ul style="list-style-type: none"> <li>• developed the ability to follow simple instructions</li> <li>• gained confidence in lifting, carrying and placing small apparatus</li> <li>• developed sound jumping and landing techniques</li> <li>• experienced using space safely, taking account of others</li> <li>• learned vocabulary for the basic actions of gymnastics, <i>eg roll, jump, climb,</i></li> </ul>	show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases	<ul style="list-style-type: none"> <li>• jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide</li> <li>• words to describe speed, <i>eg stop, still, slowly</i></li> <li>• shape, <i>eg tall, long, wide, narrow</i></li> <li>• direction, <i>eg up, down, forwards</i></li> <li>• level, <i>eg high, low</i></li> <li>• pathway, <i>eg zigzag, straight</i></li> <li>• body parts and surfaces, <i>eg feet, hands, toes, heels, knees, head, elbows,</i></li> </ul>

		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.	actions, often using or carrying equipment.	and can name some body parts		<i>bottom, back, tummies</i> <ul style="list-style-type: none"> <li>• along, around, across, on, off, over, under, through</li> <li>• tension, extension, relaxation</li> </ul>
2		<p>Phe6:            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"> <li>• experienced different ways of travelling on feet, hands and feet, and without using feet</li> <li>• explored ways of varying the basic actions</li> <li>• linked a number of basic actions to make a simple, repeatable sequence</li> </ul>	<p>plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well</p>	<ul style="list-style-type: none"> <li>• hang, swing, sequence, copy, upside-down, take off, smooth, quarter-turn</li> <li>• words to describe:               <ul style="list-style-type: none"> <li>– speed, <i>eg fast</i></li> <li>– shape, <i>eg twisted, curled, wide, narrow</i></li> <li>– level, <i>eg medium</i></li> <li>– direction, <i>eg backwards, sideways</i></li> <li>– pathway, <i>eg zigzag, angular</i></li> <li>– body parts and surfaces, <i>eg legs, arms, hips, fingers, shoulders, tummy, sides</i></li> <li>– under, through, towards, in front, behind, over</li> </ul> </li> </ul>
3		<p>Phe14:            In this unit children focus on improving the quality of their movement, <i>eg by stretching fingers</i></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.</p>	<p>Children have:</p> <ul style="list-style-type: none"> <li>• made short sequences of 'unlike' actions, <i>eg jump-roll-balance</i></li> <li>• remembered and repeated</li> </ul>	<p>use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify</p>	<ul style="list-style-type: none"> <li>• inverted</li> <li>• contrasting</li> <li>• flow</li> <li>• combinations</li> <li>• half-turn</li> <li>• sustained</li> <li>• explosive</li> </ul>

		<i>and pointing toes</i> , to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.	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>sequences accurately</p> <ul style="list-style-type: none"> <li>• linked actions on the floor with actions on the apparatus</li> <li>• copied a partner's actions</li> <li>• modified their basic actions, <i>eg different levels, shapes, speeds, pathways, body parts</i></li> </ul>	some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; 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"> <li>• made a sequence of contrasting actions, <i>eg two jumps and two balances</i></li> <li>• improved their work by demonstrating extension and body tension, controlled landings, and clear changes of speed and flow in sequence work</li> <li>• adapted their work to the needs of a partner</li> </ul>	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; 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 others' performances; suggest improvements to their own performance	<ul style="list-style-type: none"> <li>• rotation, 90°, 180°, 270°</li> <li>• spinning</li> <li>• axis</li> <li>• strength, suppleness, stamina</li> <li>• combine</li> <li>• approaching, leaving</li> <li>• height</li> <li>• inversion</li> <li>• against, towards, away, across</li> </ul>
5		<p>Phe27:</p> <p>In this unit children create longer sequences to perform for an audience. They 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</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 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.	<ul style="list-style-type: none"> <li>• an understanding of the need to practise and refine an action to improve the quality of performance</li> <li>• combined actions into well-constructed sequences with changes of level and speed</li> <li>• used a range of different clearly</li> </ul>	create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved	<ul style="list-style-type: none"> <li>• asymmetry</li> <li>• symmetry</li> <li>• display</li> <li>• matching</li> <li>• flight</li> <li>• feet apart, feet together</li> <li>• crouch</li> <li>• inclined</li> </ul>

		individually, in combination and in sequence, with the aim of showing as much control and precision as possible.	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.	formed body shapes <ul style="list-style-type: none"> <li>worked side by side with a partner on the floor, and one behind the other using apparatus</li> </ul>		
6		<p>Phe 28:  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 showing as much control and precision as possible.</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.	<ul style="list-style-type: none"> <li>performed a sequence of contrasting actions for an audience</li> <li>experienced matching and mirroring with a partner</li> <li>learned that ways of linking actions are as important as the actions themselves</li> <li>set out apparatus safely and efficiently</li> </ul>	make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles; combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience; understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing; show an awareness of factors influencing the quality of a performance and suggest aspects that need improving	<ul style="list-style-type: none"> <li>counterbalance</li> <li>counter-tension</li> <li>tension</li> <li>obstacle</li> <li>straddle over</li> <li>aesthetic</li> <li>judgement</li> </ul>