



Kirkoswald
C of E Primary School

Primary PE – Curriculum Plan

Games 2024 -25

Progression in Knowledge, Skills and Understanding: Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ✓ Hop ✓ Skip ✓ Jump (2 to 2, 2 to 1, 1 to 2) ✓ Balance on small and large body parts ✓ Rock on back in tucked shape ✓ Log roll ✓ Jump using a straight and star shape 	<ul style="list-style-type: none"> ✓ Balancing: Front support, back support, point and patch balances ✓ Rolling: Long roll, egg roll, rock in dish, dome and tucked shape, forwards roll ✓ Jumping: Star, tuck, straight from the floor and low level equipment ✓ Travel: Hop, skip, jump, leap, 	<ul style="list-style-type: none"> ✓ Balancing: Balancing on 1,2,3 and 4 body parts. Point and patch balances. ✓ Rolling: Long roll, egg roll, teddy roll, forwards roll ✓ Jumping: Star, tuck, straight from the floor and apparatus ✓ Travel: Hop, skip, jump, leap, turn ✓ Linking of skills- Clear start, middle and end 	<ul style="list-style-type: none"> ✓ Balancing: Balancing on 1,2,3 and 4 body parts. Large and small body parts. Arabesque, V sit, shoulder stand ✓ Rolling: Log roll, egg roll, teddy roll, forwards roll, backwards roll ✓ Travel: Hop, skip, jump, leap, turn ✓ Linking of skills- Clear start, middle and end, body tension ✓ Vaulting: Feet onto the box, shapes in flight: star, tuck, straight and half turn. Safe and controlled landings 	<ul style="list-style-type: none"> ✓ Balancing: Balancing on 1,2,3 and 4 body parts. Large and small body parts. Arabesque, V sit, shoulder stand, headstand ✓ Rolling: Log roll, egg roll, teddy roll, forwards roll, backwards roll ✓ Inversion- Cartwheel ✓ Travel: Hop, skip, jump, leap, turn ✓ Linking of skills- Clear start, middle and end, change in levels and directions ✓ Vaulting: Feet onto the box, shapes in flight: star, tuck, straight and half turn. Safe and controlled landings. Through vault, vault on and off 	<ul style="list-style-type: none"> ✓ Balancing: Balancing on 1,2,3 and 4 body parts. Large and small body parts. Arabesque, V sit, shoulder stand, headstand, counter balance and counter tension ✓ Rolling: Log roll, egg roll, teddy roll, forwards roll, backwards roll ✓ Inversion- Cartwheel ✓ Travel: Hop, skip, jump, leap, turn ✓ Linking of skills- Clear start, middle and end, change in levels and directions, variety of movements and dynamics ✓ Vaulting: Feet onto the box, shapes in flight: star, tuck, straight and half turn. Safe and controlled landings. Through vault, vault on and off, cat spring 	<ul style="list-style-type: none"> ✓ Balancing: Balancing on 1,2,3 and 4 body parts. Large and small body parts. Arabesque, V sit, shoulder stand, headstand, handstand, counter balance and counter tension ✓ Rolling: Log roll, egg roll, teddy roll, forwards roll, backwards roll ✓ Inversion- Cartwheel ✓ Travel: Hop, skip, jump, leap, turn ✓ Linking of skills- Clear start, middle and end, change in levels, directions, variety of movements and dynamics ✓ Vaulting: Feet onto the box, shapes in flight: star, tuck, straight and half turn. Safe and controlled landings. Through vault, vault on and off, cat spring

			Y1 Gymnastics					
	Prior Knowledge	Learning Question / Key Question	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>During EYFS pupils have developed some fundamental gymnastics skills.</p> <p>They have looked at some basic shapes both on the floor and during flight.</p> <p>Any equipment work will have been completed at a low level.</p>	What is a balance?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>To learn how I can use my body to make a clear and still balance</p> <p>To explore balancing on different body parts</p>	<p>Understanding basic balance concepts</p> <p>Awareness of different body parts</p>	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Tuck</p> <p>Straight</p> <p>Star</p> <p>Rock</p> <p>Roll</p>	<p>Hold front and back support positions with good tension</p> <p>Balance on different body parts & low-level apparatus</p>	<p>w/up = sharks. move in different ways. Say sharks – get onto a mat</p> <p>Stretch</p> <p>Skill1 – Basic balance shapes</p> <p>Tuck, Pike Straddle</p> <p>Demo: Copy - Play Simon says</p> <p>Skill 2 – Key Balance shapes</p> <p>Front/back support.</p> <p>Dish/Bowl</p> <p>Stork</p> <p>Dem: Copy – Play Simon Says</p> <p>Skill 3 – Balance Creations</p> <p>Move in different ways. Call out no. = no of body parts to balance on</p> <p>Plenary – recap shape names</p> <p>Hold long hold a balance.</p> <p>Key word - Balance</p>
Week Two		What different shapes and movements can I make with my body?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>To explore the ways, I can rock on different parts of my body to make different shapes.</p> <p>To learn to perform simple rolling actions safely</p>	Understanding basic concepts and processes of rolling	<p>Tuck</p> <p>Straight</p> <p>Star</p> <p>Rock</p> <p>Roll</p>	<p>perform & link rocking & simple rolling actions with control</p> <p>roll in stretched/curled positions e.g 'log' and 'egg rolls'</p>	<p>w/up = Balances</p> <p>move in different ways. Say a balance from last week – all do.</p> <p>Stretch</p> <p>Skill1 – Basic Rolls – in pairs</p> <p>Log, Egg, Rock n roll to feet.</p> <p>Demo: Copy</p> <p>Skill 2 – F/wd Roll - indiv</p> <p>Dem: Copy – try with teacher. If can do – try on own</p>

							link 2 rolls & balance actions with another action smoothly	Skill 3 – Sequence: in pairs Demo, practice, show. Start position, 2 rolls, 2 balances, finish position. Plenary – recap roll names Key words- Roll, Sequence
Week Three		What shapes can I make in the air? What is a sequence?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To explore performing simple shapes in the air, learning how to perform an effective take off and a safe landing To understand the word 'sequence' in gymnastics and learn how to link some simple skills together	Understanding basic concepts and processes of flight Understanding sequencing and patterns	Tuck Straight Star Rock Roll Take off Jump Land	from low object perform 3 basic jumps landing with control link 2 rolls &/or jump actions with another action smoothly perform & link rocking & simple rolling actions with control	w/up = Balances move in different ways. Say a balance from previous week – all do. Stretch Skill1 – Jumps on floor – indiv. Straight, Star, Tuck. Demo: Copy – all in own space. Skill 2 – Jumps off apparatus – 6 groups. Demo each station. 3grps – benches – travel along; jump off 3 grps – springboard, box top, trampette Rotate around gps. Plenary – recap jump names. Key words- Jump
Week Four		In what different ways can I move along the equipment?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To explore different ways of climbing on and moving along low-level equipment To transfer simple balances from the floor to apparatus	Understanding how to transfer skills to different environments Being able to change and adapt	Clear Still Stretch Tuck Straight Star Rock Roll Take off Jump Land Forwards Backwards Sideways	From low object perform 3 basic jumps landing with control Hold front and back support positions with good tension Roll in stretched/curled positions e.g 'log' and 'egg rolls' Balance on different body	w/up = Jumps move in different ways. Say a Jump from previous week – all do. Stretch Skill1 – Circuit of all skills learnt. Picture by side of station to show what to do. Demo each station. Work in pairs. Rotate on teacher whistle. Skill 2 – Performance. At end each pair. Show their move on that station. Plenary – recap jump, balance and rolls names. Key words- Jump, Balance, Roll

							parts & low level apparatus	
Week Five		Can I perform my gymnastic skills on the equipment?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>To transfer knowledge of jumping to apparatus with confidence</p> <p>To smoothly link two simple skills together on apparatus</p>	<p>Understanding how to transfer skills to different environments</p> <p>Being able to change and adapt</p> <p>Understanding sequencing and patterns</p>	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Tuck</p> <p>Straight</p> <p>Star</p> <p>Rock</p> <p>Roll</p> <p>Take off</p> <p>Jump</p> <p>Land</p> <p>Forwards</p> <p>Backwards</p> <p>Sideways</p>	<p>From low object perform 3 basic jumps landing with control</p> <p>link 2 rolls &/or jump actions with another action smoothly</p>	<p>w/up = Jumps, balances, rolls move in different ways. Say an action to do from previous week – all do. Stretch</p> <p>Skill1 – Set Routines on mats – in pairs. Copy routine on sheet (Pictures of actions) Practice then show.</p> <p>Skill 2 – Design a routine on mats – in pairs. Design on a routine (choice of pictures) Practice then show.</p> <p>Plenary – recap jump, balance and rolls names.</p> <p>Key words- Jump, Balance, Roll</p>
Week Six		What makes a gymnastic sequence look good?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>To understand the ways, we can make our gymnastic performance look good</p> <p>To watch other in the class and comment on what we liked in their performance</p>	<p>Understanding and processing basic criteria</p> <p>Communication with others</p>	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Tuck</p> <p>Straight</p> <p>Star</p> <p>Rock</p> <p>Roll</p> <p>Take off</p> <p>Jump</p> <p>Land</p> <p>Forwards</p> <p>Backwards</p> <p>Sideways</p>	<p>perform & link rocking & simple rolling actions with control</p> <p>from low object perform 3 basic jumps landing with control</p> <p>hold front and back support positions with good tension</p> <p>roll in stretched/curled positions e.g 'log' and 'egg rolls'</p> <p>balance on different body</p>	

							parts & low level apparatus link 2 rolls &/or jump actions with another action smoothly	
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			Y2 Gymnastics					
	Prior Knowledge	Learning Question/Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>Pupils in year 1 have developed some basic gymnastic skills in balancing, rolling and flight. They know the things they need to do in order to be able to perform these skills with success</p> <p>They can transfer these skills to low level apparatus and can also link basic movements in a short sequence.</p> <p>They have started to gain an insight into what makes</p>	What things can we do to control our balance?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>To explore performing point and patch balances using different body parts</p> <p>To learn how to perform controlled balances, using the words: Still, stretch and stay</p>	<p>Understanding basic balance concepts</p> <p>Awareness of different body parts</p>	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Stay</p> <p>Point</p> <p>Patch</p>	<p>Link movements/skills with good control and co-ordination</p> <p>Be still on single/two + points of contact on floor/apparatus</p>	<p>w/up = sharks. move in different ways. Say sharks – get onto a mat</p> <p>Stretch</p> <p>Skill1 – Basic balance shapes Tuck, Pike Straddle Demo: Copy - Play Simon says</p> <p>Skill 2 – Key Balance shapes Front/back support. Dish/Bowl Stork Dem: Copy – Play Simon Says</p> <p>Skill 3 – Balance Creations Move in different ways. Call out no. = no of body parts to balance on</p> <p>Plenary – recap shape names Hold long hold a balance. Key word - Balance</p>
Week Two	<p>to low level apparatus and can also link basic movements in a short sequence.</p> <p>They have started to gain an insight into what makes</p>	How can we change he start and end of our roll?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<p>To learn how to perform simple rolling actions safely, adding some variations to these actions</p> <p>To explore the ways in which we can link a balance and a roll together smoothly</p>	<p>Understanding basic concepts and processes of rolling</p> <p>Creating variations, adaptations and changes</p> <p>Understanding basic patterns and sequences</p>	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Stay</p> <p>Tuck</p> <p>Straight</p> <p>Star</p> <p>Rock</p> <p>Roll</p>	<p>link movements/skills with good control and co-ordination</p> <p>be still on single/two + points of contact on floor/apparatus</p> <p>link a roll, balance & jump</p>	<p>w/up = Balances move in different ways. Say a balance from last week – all do.</p> <p>Stretch</p> <p>Skill1 – Basic Rolls – in pairs Log, Egg, Rock n roll to feet. Demo: Copy</p> <p>Skill 2 – F/wd Roll - indiv Dem: Copy – try with teacher. If can do – try on own</p> <p>Skill 3 – Sequence: in pairs Demo, practice, show.</p>

	a sequence look good.						using a strip of mats	Start position, 2 rolls, 2 balances, finish position. Plenary – recap roll names Key words- Roll, Sequence
Week Three	What do we mean by the word ‘travel’ in gymnastics?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To explore the different ways and we can travel in gymnastics To explore the different directions, we can travel in gymnastics and start to show this when performing skills	Understanding travel, directions and space	Hop Skip Leap Jump Turn Direction	Link movements/skills with good control and co-ordination Link a roll, balance & jump using a strip of mats	w/up = Balances move in different ways. Say a balance from previous week – all do. Stretch Skill1 – Jumps on floor – indiv. Straight, Star, Tuck. Demo: Copy – all in own space. Skill 2 – Jumps off apparatus – 6 groups. Demo each station. 3grps – benches – travel along; jump off 3 grps – springboard, box top, trampette Rotate around gps. Plenary – recap jump names. Key words- Jump	
Week Four	What can I do to create a controlled and smooth gymnastic sequence?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To learn how to put together a short sequence of gymnastics skills which has a clear beginning and end. To start to understand how I can link my skills together smoothly	Understanding and processing patterns and sequencing	Start Middle End Control Smooth Fluency Linking	Link movements/skills with good control and co-ordination Link a roll, balance & jump using a strip of mats	w/up = Jumps move in different ways. Say a Jump from previous week – all do. Stretch Skill1 – Circuit of all skills learnt. Picture by side of station to show what to do. Demo each station. Work in pairs. Rotate on teacher whistle. Skill 2 – Performance. At end each pair. Show their move on that station. Plenary – recap jump, balance and rolls names. Key words- Jump, Balance, Roll	
Week Five	How many different ways can I get on and off different	master basic movements including running, jumping, as well as	To explore the ways, we can move on and off apparatus, using different shapes	Creating variations, adaptations and processing changes	Take off Landing Flight Star Tuck	Link movements/skills with good control and co-ordination	w/up = Jumps, balances, rolls move in different ways. Say an action to do from previous week – all do. Stretch	

		pieces of equipment?	developing balance, agility and co-ordination, and begin to apply these in a range of activities	To learn how to take off and land safely with control	Understanding basic concepts of take-off and flight	Straight Travel Direction	Jump/land with control using different body shapes in flight Be still on single/two + points of contact on floor/apparatus Link known actions from above on large apparatus & floor	Skill1 – Set Routines on mats – in pairs. Copy routine on sheet (Pictures of actions) Practice then show. Skill 2 – Design a routine on mats – in pairs. Design on a routine (choice of pictures) Practice then show. Plenary – recap jump, balance and rolls names. Key words- Jump, Balance, Roll
Week Six		Which skills can I perform on both the floor and apparatus?	master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	To transfer our balancing, rolling and travelling skills to apparatus To explore ways we can link skills together when moving along equipment	Creating variations, adaptations and processing changes Understanding and linking movement patterns, sequencing of skills	Take off Landing Flight Star Tuck Straight Travel Direction	Link movements/skills with good control and co-ordination Jump/land with control using different body shapes in flight Be still on single/two + points of contact on floor/apparatus Link known actions from above on large apparatus & floor	w/up = sharks. move in different ways. Say sharks – get onto a mat Stretch Skill1 – Basic balance shapes Tuck, Pike Straddle Demo: Copy - Play Simon says Skill 2 – Key Balance shapes Front/back support. Dish/Bowl Stork Dem: Copy – Play Simon Says Skill 3 – Balance Creations Move in different ways. Call out no. = no of body parts to balance on Plenary – recap shape names Hold long hold a balance. Key word - Balance

			Y3 Gymnastics					
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>During year 2, pupils have continued to work on refining their basic gymnastic skills within balancing, rolling and flight.</p> <p>They have been working on developing their ability to link core skills together with linking movements</p> <p>They have been exploring the use of different apparatus and flight.</p>	What key things can we do to help us stay balanced?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>To explore balancing on small and large body parts showing control and stillness</p> <p>To learn about the different things we can do to help us stay balanced on the floor and apparatus</p>	Understanding simple concepts and processes of balance	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Stay</p> <p>Arabesque</p> <p>Shoulder stand</p> <p>V Sit</p> <p>Body tension</p>	Balance on one foot 3 seconds, using extended arms for stability	<p>w/up = sharks. move in different ways. Say sharks – get onto a mat Stretch</p> <p>Skill 1 – Key Balance shapes Front/back support. Dish/Bowl Stork/Arabesque Shoulder stand/V-sit Demo: Perform/Coach in pairs</p> <p>Skill 2 – Balance progressions Give out sheet – take turns to try ones suitable for their ability. Perform/Coach in pairs.</p> <p>Skill 3 – Routines Link 3 best balances together. Include start/finish position.</p> <p>Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish</p> <p>Plenary – recap shape names Hold long hold a balance Key words – extension/tension</p>
Week Two	apparatus and flight.	How many different rolling directions and	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics	To learn the correct technique and be able to perform a variety of rolling actions	Understanding simple concepts of processes of rolling and motion	<p>Tuck</p> <p>Forwards Roll</p> <p>Backward roll</p> <p>Pencil roll</p> <p>Star roll</p> <p>Penny Roll</p>	Develop flight from feet off floor & off apparatus	<p>w/up = Eggs move in different ways. Say Egg – get onto a mat – do Egg roll Stretch</p> <p>Skill 1 – Key Rolls</p>

		variations are there?	compare their performances with previous ones and demonstrate improvement to achieve their personal best	To explore the ways in which we can transfer rolling actions to low level apparatus	Transfer and adaptation of knowledge to different contexts			<p>Log roll, Egg roll, Side roll, Teddy Demo: Perform/Coach in pairs</p> <p>Skill 2 – F/wd Roll Demo- all try with teacher. Able – practice on own/ with sheet into/exit methods. Perform/Coach in pairs. Not able – practice with teacher</p> <p>Skill 3 – Routines Link 3 best balances and 3 best rolls together. Include start/finish position.</p> <p>Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish</p> <p>Plenary – recap roll names Key words – roll, rotation</p>
Week Three		Why are linking movements important within gymnastic sequences?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To learn about and be able to perform a range of linking movements</p> <p>To explore the ways we can using linking movements in a sequence to have smooth transitions.</p>	<p>Understanding transitions</p> <p>Processing movement patterns and directions</p> <p>Constructing sequences based on criteria</p>	<p>Hop Skip Leap Jump Turn Direction Sequence Transition Movement</p>	<p>Combine arm actions with skips/leaps/steps/ jumps & spins in travel</p> <p>Make up a sequence with a clear beginning, middle & end</p>	<p>w/up = Jumps move in different ways. Say name of jump – get onto a mat – do jump. Stretch</p> <p>Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault on-off.</p> <p>Skill 2 – Routines: benches (class) In pairs – one bench, 1 mat. Produce a routine involving flight (jumps), balances, rolls. Include start/finish position.</p> <p>Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wishes</p> <p>Skill 4 - Swap over groups – repeat.</p>

								Plenary – recap jump names. Key words – Jump, Routine, Feedback, Quality
Week Four		What do we mean by levels and directions within a gymnastic sequence?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve their personal best	To learn how to put together a sequence of gymnastics skills which has a clear beginning, middle and end. To learn about how to use levels and directions to create an interesting sequence	Processing movement patterns and directions Understanding the process of constructing a sequence Constructing sequences based on criteria	Hop Skip Leap Jump Turn Direction Sequence Transition Movement Levels Directions	Combine arm actions with skips/leaps/steps/jumps & spins in travel Make up a sequence with a clear beginning, middle & end	w/up = Jumps, Balances, Rolls. move in different ways. Say name of action – get onto a mat – perform. Stretch Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over. Skill 2 – Rhythmic routines: benches (1/2 class) In pairs – one bench, 1 mat. Produce a rhythmic routine (use balls, hoops, scarfs) involving flight (jumps), balances, rolls. Include start/finish position. Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wishes Skill 4 - Swap over groups – repeat. Plenary – recap jump names. Key words – Jump.
Week Five		How can we create control when in flight?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to	To learn how to vault safely onto and off equipment from the floor and apparatus with control To develop the ability to perform clear shapes in the air	Understanding basic processes of flight (take off, flight and landing)	Vault Run up Take off Landing Flight Speed Power Star Tuck Straight Half turn	Develop flight from feet off floor & off apparatus	w/up = jumping beans Stretch Skill 1 – flight: vault (1/3 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over or on/off Skill 2 – Ropes: (1/3class) 3 different tasks – Climb up, Use 2 ropes to roll over, Swing. Skill 3 -Climbing frame:(1/3 class)

			achieve their personal best					<p>Explore climbing frame – perform balances, rolls.</p> <p>Skill 4 - Swap over groups – repeat.</p> <p>Skill 5: Perform/evaluate Choose individuals to perform on each station. Perform: extension/tension Watch: 1 start, 1 wishes</p> <p>Plenary – recap 3 stations Key words – Safety.</p>
Week Six		<p>What are we looking for in a successful gymnastic performance?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To transfer a sequence of movements onto a range of apparatus</p> <p>To watch others and learn about ways to comment on performance and suggest improvements</p>	Developing observation and analysis skills	Observe Criteria Transfer	<p>Develop flight from feet off floor & off apparatus</p> <p>Make up a sequence with a clear beginning, middle & end</p>	

			Y4 Gymnastics					
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>During year 3 pupils have continued to develop and refine their skills in a range of gymnastic competencies.</p> <p>They are starting to learn how to perform more complex skill and should know the basic teaching points in order to help others.</p> <p>They have been exploring the use of different directions and levels within their own sequences and are able to transfer this knowledge to</p>	What is balance? How does my balance change when working at different heights?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To explore a range of balances; demonstrating control and stillness on both floor and apparatus</p> <p>To learn the key principles of balance and be able to transfer these principles to a range of equipment at different heights</p>	Understanding concepts and processes of balance, base of support	<p>Clear</p> <p>Still</p> <p>Stretch</p> <p>Stay</p> <p>Arabesque</p> <p>Shoulder stand</p> <p>V Sit</p> <p>Body tension</p> <p>Head Stand</p>	<p>Know principles of balance and apply them on floor & apparatus</p> <p>Use appropriate language to describe/interpret & evaluate activity</p>	<p>w/up = sharks. move in different ways. Say sharks – get onto a mat Stretch</p> <p>Skill 1 – Key Balance shapes Front/back support. Dish/Bowl Stork/Arabesque Shoulder stand/V-sit Demo: Perform/Coach in pairs</p> <p>Skill 2 – Balance progressions Give out sheet – take turns to try ones suitable for their ability. Perform/Coach in pairs.</p> <p>Skill 3 – Routines Link 3 best balances together. Include start/finish position.</p> <p>Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish</p> <p>Plenary – recap shape names Hold long hold a balance Key words – extension/tension</p>
Week Two		What do we mean when we talk about entry and exit of skills?	develop flexibility, strength, technique, control and balance [for	To learn and be able to perform a range of different rolling techniques with control both on the floor and apparatus	Understanding concept and processes of rolling and inversion	Log roll, egg roll, teddy roll, forwards roll, backwards roll	Perform at least 3 different rolls with good control	<p>w/up = Eggs move in different ways. Say Egg – get onto a mat – do Egg roll Stretch</p> <p>Skill 1 – Key Rolls</p>

	different situations and apparatus.		<p>example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	To explore the ways in which we can enter and exit rolling skills varying direction and levels	<p>Adapting, changing and creating</p> <p>Processing different directions and heights</p>			<p>Log roll, Egg roll, Side roll, Teddy Demo: Perform/Coach in pairs</p> <p>Skill 2 – F/wd Roll Demo- all try with teacher. Able – practice on own/ with sheet into/exit methods. Perform/Coach in pairs. Not able – practice with teacher</p> <p>Skill 3 – Routines Link 3 best balances and 3 best rolls together. Include start/finish position.</p> <p>Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish</p> <p>Plenary – recap roll names Key words – roll, rotation</p>
Week Three		<p>What is a transition? Why is this important in our gymnastic sequence?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To explore the different movements that can be used to transition between different gymnastic skills</p> <p>To plan an individual sequence against a criteria, using a variety of gymnastic skills</p>	<p>Understanding the concept of sequencing and patterns</p> <p>Looking at the process of transition and change</p>	<p>Transition Criteria Sequence Fluency</p>	<p>Create a sequence of six actions combining travel, roll, balance</p> <p>Know principles of balance and apply them on floor & apparatus</p> <p>Perform at least 3 different rolls with good control</p>	<p>w/up = Jumps move in different ways. Say name of jump – get onto a mat – do jump. Stretch</p> <p>Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault on-off.</p> <p>Skill 2 – Routines: benches (class) In pairs – one bench, 1 mat. Produce a routine involving flight (jumps), balances, rolls. Include start/finish position.</p> <p>Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wishes</p> <p>Skill 4 - Swap over groups – repeat.</p>

								Plenary – recap jump names. Key words – Jump.
Week Four		<p>What are the key components of a good gymnastic performance?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To understand the key elements of a gymnastic performance and apply this to my own sequence</p> <p>To observe and comment on performance using simple criteria</p>	Observing and analysing skills	Observe Feedback Criteria	<p>Perform at least 3 different rolls with good control</p> <p>Use appropriate language to describe/interpret & evaluate activity</p> <p>Create a sequence of six actions combining travel, roll, balance</p>	<p>w/up = Jumps, Balances, Rolls. move in different ways. Say name of action – get onto a mat – perform. Stretch</p> <p>Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over.</p> <p>Skill 2 – Rhythmic routines: benches (1/2 class) In pairs – one bench, 1 mat. Produce a rhythmic routine (use balls, hoops, scarfs) involving flight (jumps), balances, rolls. Include start/finish position.</p> <p>Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wishes</p> <p>Skill 4 - Swap over groups – repeat.</p> <p>Plenary – recap jump names. Key words – Jump.</p>
Week Five		<p>What do we mean by take off and landing? How do these help me achieve success when vaulting?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and</p>	<p>To learn about the importance of take off and landing and be able to apply this to individual performance</p> <p>To develop basic vaulting skills, showing different shapes in flight</p>	<p>Understanding the concept of flight</p> <p>Understanding the processes involved in different stages of flight</p>	<p>Flight</p> <p>Take off</p> <p>Landing</p> <p>Shape</p> <p>Tuck</p> <p>Star</p> <p>Half turn</p> <p>Straight</p> <p>Extension</p> <p>Control</p>	<p>To show an awareness of the importance of take off and landing in flight</p>	<p>w/up = jumping beans</p> <p>Stretch</p> <p>Skill 1 – flight: vault (1/3 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over or on/off</p> <p>Skill 2 – Ropes: (1/3class) 3 different tasks – Climb up, Use 2 ropes to roll over, Swing.</p> <p>Skill 3 -Climbing frame:(1/3 class) Explore climbing frame – perform balances, rolls.</p>

			demonstrate improvement to achieve their personal best					<p>Skill 4 - Swap over groups – repeat.</p> <p>Skill 5: Perform/evaluate Choose individuals to perform on each station. Perform: extension/tension Watch: 1 start, 1 wishes</p> <p>Plenary – recap 3 stations Key words – Safety.</p>
Week Six		<p>How can I adapt and change my skills in different situations?</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>To explore the ways we can transfer our gymnastic skills to a range of apparatus</p> <p>To transfer and adapt our own sequences onto apparatus</p>	<p>Understanding the concept of sequencing and patterns</p> <p>Looking at the process of transition, change and adaptation</p>	<p>Transition Fluency Adapt</p>	<p>Know principles of balance and apply them on floor & apparatus</p> <p>To show an awareness of the importance of take off and landing in flight</p> <p>Use appropriate language to describe/interpret & evaluate activity</p>	

		Y5 Gymnastics						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	<p>Pupils have worked to improve and develop more complex gymnastic skills in year 4, gaining in confidence and control.</p> <p>They have started to develop their own ability to change and adapt skills in order to make more creative sequences, gaining an understanding into what we would look for in a good gymnastic performance.</p> <p>Their confidence and understanding into flight is</p>	What are the key principles of a successful balance?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To learn about the principles of balance and be able to apply these to a range of balances at different heights</p> <p>To explore the ways in which we can perform balances on apparatus, demonstrating control and confidence</p>	Understanding basic concepts and processed balance	Balance Extension Still Stretch Stay	Perform agilities with different speeds/levels/directions	<p>w/up = sharks. move in different ways. Say sharks – get onto a mat Stretch</p> <p>Skill 1 – Key Balance shapes Front/back support. Dish/Bowl Stork/Arabesque Shoulder stand/V-sit Demo: Perform/Coach in pairs</p> <p>Skill 2 – Balance progressions Give out sheet – take turns to try ones suitable for their ability. Perform/Coach in pairs.</p> <p>Skill 3 – Routines Link 3 best balances together. Include start/finish position.</p> <p>Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish</p> <p>Plenary – recap shape names Hold long hold a balance Key words – extension/tension</p>
Week Two	confidence and understanding into flight is	How can we link rolling and balancing actions	develop flexibility, strength, technique,	To identify key performance qualities in different rolling and inversion actions and	Understanding the process and concept	Clear Still Stretch Stay	Perform agilities with different speeds/levels/directions	<p>w/up = Eggs move in different ways. Say Egg – get onto a mat – do Egg roll Stretch</p>

	developing and they know the basic bio-mechanics of how fight works.	together with fluency?	control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve their personal best	be able to apply this knowledge to my own performance To explore the ways in which we can link balances and rolling actions together	of rolling and inversion Understanding the process of transition	Levels Directions Transitions Sequence Roll	Demonstrate more complex sequence on floor/apparatus	<p>Skill 1 – Key Rolls Log roll, Egg roll, Side roll, Teddy Demo: Perform/Coach in pairs</p> <p>Skill 2 – F/wd Roll Demo- all try with teacher. Able – practice on own/ with sheet into/exit methods. Perform/Coach in pairs. Not able – practice with teacher</p> <p>Skill 3 – Routines Link 3 best balances and 3 best rolls together. Include start/finish position.</p> <p>Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish</p> <p>Plenary – recap roll names Key words – roll, rotation</p>
Week Three		What do we mean by a criteria? How can this help me to plan a successful gymnastic sequence?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve	To explore the ways we can use a change in levels, speeds and directions to add variety to our gymnastic skills To create sequences of skills and movements against a criteria	Understanding the process of transition. Looking at space, directions, levels and movement patterns.	Clear Still Stretch Stay Levels Directions Transitions Sequence Roll Criteria	<p>Perform agilities with different speeds/levels/directions</p> <p>Demonstrate more complex sequence on floor/apparatus</p> <p>Use criteria to analyse sequences & suggest improvement</p>	<p>w/up = Jumps move in different ways. Say name of jump – get onto a mat – do jump. Stretch</p> <p>Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault on-off.</p> <p>Skill 2 – Routines: benches (class) In pairs – one bench, 1 mat. Produce a routine involving flight (jumps), balances, rolls. Include start/finish position.</p> <p>Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 star, 1 wish – use criteria</p> <p>Skill 4 - Swap over groups – repeat.</p>

			their personal best					Plenary – recap jump names. Key words – Jump.
Week Four		How do we analyse a gymnastic performance?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To learn about the correct terminology for analysing a performance</p> <p>To observe a performance against a criteria and suggest some basic improvements</p>	Observing, analysing and feedback skills	Feedback Analysis Observe Criteria	<p>Perform agilities with different speeds/levels/directions</p> <p>Demonstrate more complex sequence on floor/apparatus</p> <p>Use criteria to analyse sequences & suggest improvement</p>	<p>w/up = Jumps, Balances, Rolls. move in different ways. Say name of action – get onto a mat – perform. Stretch</p> <p>Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over.</p> <p>Skill 2 – Rhythmic routines: benches (1/2 class) In pairs – one bench, 1 mat. Produce a rhythmic routine (use balls, hoops, scarfs) involving flight (jumps), balances, rolls. Include start/finish position.</p> <p>Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 star, 1 wish – use criteria</p> <p>Skill 4 - Swap over groups – repeat.</p> <p>Plenary – recap jump names. Key words – Jump.</p>
Week Five		Why are power and speed important for vaulting?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and</p>	<p>To learn the correct technique for at least two basic vaulting actions</p> <p>To learn how to use a run up, take off and landing to improve my vaulting performance</p>	<p>Understanding the concept of flight</p> <p>Understanding the processes involved in different stages of flight</p>	<p>Vault</p> <p>Take off</p> <p>Land</p> <p>Power</p> <p>Flight</p> <p>Speed</p> <p>Through-vault</p> <p>Straddle vault</p> <p>Shape</p>	<p>Perform agilities with different speeds/levels/directions</p> <p>Demonstrate more complex sequence on floor/apparatus</p> <p>Use criteria to analyse sequences & suggest improvement</p>	<p>w/up = jumping beans Stretch</p> <p>Skill 1 – flight: vault (1/3 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over or on/off</p> <p>Skill 2 – Ropes: (1/3class) 3 different tasks – Climb up, Use 2 ropes to roll over, Swing.</p> <p>Skill 3 -Climbing frame:(1/3 class) Explore climbing frame – perform balances, rolls.</p> <p>Skill 4 - Swap over groups – repeat.</p>

			demonstrate improvement to achieve their personal best					<p>Skill 5: Perform/evaluate Choose individuals to perform on each station. Perform: extension/tension Watch: 1 star, 1 wish – use criteria</p> <p>Plenary – recap 3 stations Key words – Analysis, Improvement</p>
Week Six		How can I adapt my performance to show difference levels and directions when working on apparatus?	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their</p>	<p>To explore how different skills can be performed on apparatus</p> <p>To perform a sequence of movements on apparatus, showing a change in levels and directions</p>	<p>Understanding the process of transition.</p> <p>Looking at space, directions, levels and movement patterns.</p> <p>Adapting and changing in relation to the environment</p>	Adapt Transition Levels Directions	<p>Perform agilities with different speeds/levels/directions</p> <p>Demonstrate more complex sequence on floor/apparatus</p> <p>Use criteria to analyse sequences & suggest improvement</p>	<p>w/up = jumping beans Stretch</p> <p>Skill 1 – flight: vault (1/3 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over or on/off</p> <p>Skill 2 – Ropes: (1/3class) – grp routine 3 different tasks – Climb up, Use 2 ropes to roll over, Swing. Produce routine – use cannon and unison</p> <p>Skill 3 -Climb frame:(1/3 class) – gp routine Explore climbing frame – perform balances, rolls. Produce routine – use cannon and unison</p> <p>Skill 5: Perform/evaluate Each Grp to perform on each station. Perform: extension/tension Watch: 1 star, 1 wish – use criteria</p> <p>Skill 6- Swap over – repeat.</p> <p>Plenary – recap 3 stations Key words – Unison, Cannon, Quality</p>

		Y6 Gymnastics						
	Prior Knowledge	Learning Question / Key Questions	National Curriculum Reference	Substantive Knowledge	Disciplinary Concepts	Vocabulary	PAT Assessment Strands	Task / Adaptations/Tweaks/Challenges
Week One	Pupils have worked to improve and develop more complex gymnastic skills in year 5, gaining in confidence and control and there understanding into the key teaching points of all these skills. They should be able to identify the key points of the skills and can use this knowledge to observe and help the performance of others.	Can you name the key teaching points for a range of rolling and balancing actions?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve their	To identify the key points of effect technique for a number of different rolling actions To use knowledge of balancing to perform a range of balances on different body parts and at different levels	Understanding the process and concept of rolling and inversion	Clear Still Stretch Stay Extension Roll	Perform 6-8 part floor sequence as individual, pair & small group Included 3 paired balances in sequence using various skills/actions	w/up = sharks. move in different ways. Say sharks – get onto a mat Stretch Skill 1 – Counter Balance – Counter Tension Teacher demo – 2 key CB and CT Perform/Coach in pairs Skill 2 – Counter Balance progressions Give out sheet – try ones suitable for their ability. Perform/Coach in pairs. Skill 3 – Routines Link 3 best balances together. Include start/finish position. Skill 4 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 start, 1 wish Plenary – recap meaning CB and CT Hold long hold a balance Key words – extension/tension
Week Two	They are able to develop their own sequences in	How can I use my strengths to create a successful sequence with a partner?	develop flexibility, strength, technique, control and balance [for	To learn how to construct a gymnastic sequence which shows fluency and variety	Process of direction, patterns, sequencing	Clear Still Stretch Stay Levels Directions	Use appropriate criteria & terminology to evaluate performances	w/up = Eggs move in different ways. Say Egg – get onto a mat – do Egg roll Stretch Skill 1 – Key Rolls : use sheet

	<p>relation to a criteria, taking into consideration levels, directions and transitions.</p> <p>They understand the basic bio mechanical principles and terminology of vaulting and can apply this to their</p>		<p>example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their</p>	To learn and use the correct terminology when analysing a gymnastic performance	<p>Understanding how to link skills and actions together</p> <p>Observing and analysis skills</p>	<p>Transitions</p> <p>Sequence</p> <p>Roll</p> <p>Analysis</p> <p>Feedback</p>	<p>Perform 6-8 part floor sequence as individual, pair & small group</p> <p>Included 3 paired balances in sequence using various skills/actions</p>	<p>Log roll, Egg roll, Side roll, Teddy, F/wd, B/wd?</p> <p>Demo: Perform/Coach in pairs</p> <p>Teacher help f/wd roll if needed.</p> <p>Skill 3 – Routines</p> <p>Link 3 best partner balances from last week with 3 best rolls. Use Cannon and Unison</p> <p>Include start/finish position.</p> <p>Skill 4 -Perform/evaluate</p> <p>½ group perform, ½ watch</p> <p>Perform: extension/tension</p> <p>Watch: 1 start, 1 wish</p> <p>Plenary – recap roll names</p> <p>Key words – roll, rotation</p>
Week Three	own and others performance.	<p>What is the difference between counter tension and counter balance?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their</p>	<p>To learn about and performer counter tension and counter balance, partner balances</p> <p>To work alongside a partner to create a sequence against a set criteria</p>	<p>Understanding the basic bio mechanical processes of balance</p> <p>Understanding and analysing criteria</p>	<p>Balance</p> <p>Support</p> <p>Counter balance</p> <p>Counter tension</p> <p>Criteria</p> <p>Sequence</p>	<p>Use appropriate criteria & terminology to evaluate performances</p> <p>Perform 6-8 part floor sequence as individual, pair & small group</p> <p>Included 3 paired balances in sequence using various skills/actions</p>	<p>w/up = Jumps</p> <p>move in different ways. Say name of jump – get onto a mat – do jump.</p> <p>Stretch</p> <p>Skill 1 – flight: vault (1/2 class)</p> <p>With teacher – Use S-Board, Box, Crash-Mat.</p> <p>Vault on-off.</p> <p>Skill 2 – Routines: benches (class)</p> <p>In pairs – one bench, 1 mat.</p> <p>Produce a routine involving flight (jumps), Partner-balances, rolls. Unison and Cannon.</p> <p>Include start/finish position.</p> <p>Skill 3 -Perform/evaluate</p> <p>½ group perform, ½ watch</p> <p>Perform: extension/tension</p> <p>Watch: 1 star, 1 wish – use criteria</p> <p>Skill 4 - Swap over groups – repeat.</p> <p>Plenary – recap jump names.</p> <p>Key words – Jump.</p>
Week Four		How can power, speed and strength	develop flexibility, strength,	To learn how to perform some basic vaulting actions	Understanding basic bio mechanical	Vault Flight Take off	Transfer sequence above onto suitably	<p>w/up = Jumps, Balances, Rolls.</p> <p>move in different ways. Say name of action – get onto a mat – perform.</p>

		<p>impact our vaulting skills?</p>	<p>technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their</p>	<p>safely, with control and confidence</p> <p>To explore the ways, we can transfer our gymnastic skills from the floor to the apparatus</p>	<p>principles of flight</p>	<p>Landing Extension Height</p>	<p>arranged apparatus & floor</p>	<p>Stretch</p> <p>Skill 1 – flight: vault (1/2 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over.</p> <p>Skill 2 – Rhythmic routines: benches (1/2 class) In pairs – one bench, 1 mat. Improve quality/develop same routine from last week to include rhythmic (use balls, hoops, scarfs).</p> <p>Skill 3 -Perform/evaluate ½ group perform, ½ watch Perform: extension/tension Watch: 1 star, 1 wish – use criteria</p> <p>Skill 4 - Swap over groups – repeat.</p> <p>Plenary – recap jump names. Key words – Jump.</p>
Week Five		<p>What criteria would help us to observe and analyse a gymnastic sequence?</p> <p>What things do you need to think about when creating your own criteria?</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their</p>	<p>To work with a partner to adapt and then perform our floor sequence onto a range of apparatus</p> <p>To understand how criteria can be used to analyse a gymnastic performance and to develop our own criteria</p>	<p>Adapting and changing in relation to different environments</p> <p>Understanding and analysing criteria</p>	<p>Transition Adapt Feedback Analyse Observe Criteria</p>	<p>Use appropriate criteria & terminology to evaluate performances</p> <p>Perform 6-8 part floor sequence as individual, pair & small group</p> <p>Transfer sequence above onto suitably arranged apparatus & floor</p>	<p>w/up = jumping beans Stretch</p> <p>Skill 1 – flight: vault (1/3 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over or on/off</p> <p>Skill 2 – Ropes: (1/3class) 3 different tasks – Climb up, Use 2 ropes to roll over, Swing.</p> <p>Skill 3 -Climbing frame:(1/3 class) Explore climbing frame – perform individual balances, rolls.</p> <p>Skill 4 - Swap over groups – repeat.</p> <p>Skill 5: Perform/evaluate Choose individuals to perform on each station. Perform: extension/tension Watch: 1 star, 1 wish – use criteria</p>

								Plenary – recap 3 stations Key words – Analysis, Improvement
Week Six		What is feedback? How can this help others to improve?	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics compare their performances with previous ones and demonstrate improvement to achieve their	To observe, analyse and give feedback on gymnastic performance using correct terminology To suggest improvements to a gymnastic performance, giving reasons why	Understanding and analysing criteria Understanding feedback	Transition Adapt Feedback Analyse Observe Criteria	Use appropriate criteria & terminology to evaluate performances Perform 6-8 part floor sequence as individual, pair & small group Transfer sequence above onto suitably arranged apparatus & floor	w/up = jumping beans Stretch Skill 1 – flight: vault (1/3 class) With teacher – Use S-Board, Box, Crash-Mat. Vault over or on/off Skill 2 – Ropes: (1/3class) – grp routine 3 different tasks – Climb up, Use 2 ropes to roll over, Swing. Produce routine – use cannon and unison Skill 3 -Climb frame:(1/3 class) – gp routine Explore climbing frame – perform balances, rolls. Produce routine – use cannon and unison Skill 5: Perform/evaluate Each Grp to perform on each station. Perform: extension/tension Watch: 1 star, 1 wish – use criteria Skill 6- Swap over – repeat. Plenary – recap 3 stations Key words – Unison, Cannon, Quality