

Topic – Gymnastics (autumn 2)

Gymnastics is a sport that includes exercises requiring balance, strength, flexibility, agility, coordination, and endurance. The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups.

	Context and Progression of Skills	Essential Knowledge
Y6	<p>Children will be taught to:</p> <p>Make up a sequence and adapt it to different apparatus layouts. (S&A)</p> <p>Use combinations of dynamics (pathways) to use space effectively. (S&A)</p> <p>Make up own longer, more complex sequences and be able to adapt it to limited equipment. (S&A)</p> <p>Investigate different ways of working with a partner or small group. (E&I)</p> <p>Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) (S&A)</p> <p>Know how gymnastics promotes strength, power and suppleness. (H&F)</p>	<ul style="list-style-type: none"> • Be able to create sequences using equipment to enhance performance. • Understand how to manipulate the compositional ideas when creating sequences. • Understand the benefits of gymnastics to the body – Health related fitness. <p>How will using the _____ apparatus enhance your performance?</p> <p>Why have you changed the _____ in your performance?</p> <p>How are you going to use the different members of your group to play around with levels?</p> <p>What different fitness components are improved through the participation of PE, explain why?</p>
Y5	<p>Children will be taught to:</p> <p>Explore range of symmetric and asymmetric actions, shapes and balances. (A&D)</p> <p>Control actions and combine them fluently. (S&A)</p>	<ul style="list-style-type: none"> • Have a better conscious control over their movements through the exploration of body tension.

	<p>Be aware of extension, body tension and control. (A&D)</p> <p>Move from floor to apparatus, change levels and move safely. (S&A)</p> <p>Combine movements with other in a group (matching and mirroring). (A&D)</p> <p>Watch a performance and evaluate its success. (E&I)</p>	<ul style="list-style-type: none"> • Start to create sequences where level is manipulated. • Change group dynamics and understand how that makes a performance better. • Understand how to make a performance better through the knowledge of skills and performance elements. <p>How will you create the effect of mirroring in your group performance?</p> <p>Was that skill performed with tension? How do you know? What could have been better?</p> <p>How can you use the apparatus to create levels in your sequence? What about the use of another person to change level?</p>
<p>Y4</p>	<p>Children will be taught to:</p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances. (S&A)</p> <p>Understand how body tension can improve the control and quality of their movements. (H&F)</p> <p>Help them change sequences. Include changes of dynamics. (S&A)</p> <p>Adapt their sequences to include apparatus and to suit partner or small group. (S&A)</p>	<ul style="list-style-type: none"> • Start to understand how tension creates a more aesthetically pleasing performance. • Create sequences where travel and shape are key focuses to be manipulated. • Change dynamics within the sequence (use of speed and power). • Comment on a performance,

	<p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances. (E&I)</p> <p>Suggest ways to improve the quality of sequence. (E&I)</p>	<p>suggesting possible ways to improve.</p> <p>What did you like about the group's performance you have just watched? What could have been better?</p> <p>What will happen if you change the speed of the _____ movement? What about the power in which it is executed?</p> <p>Why is it important to create different shapes within gymnastics?</p> <p>Why do we need to use lots of space when performing?</p>
<p>Y3</p>	<p>Children will be taught to:</p> <p>Develop and perform actions whilst practicing and concentrating on quality of movement. (S&A)</p> <p>Link different balances moving in and out of positions of stillness. (S&A)</p> <p>Transfer weight smoothly from one part of body to another. (A&D)</p> <p>Use actions on floor and over, though, across and along apparatus. (A&D)</p> <p>Vary and apply actions on floor and apparatus. (S&A)</p> <p>Perform easy combinations of contrasting actions. (S&A)</p> <p>Choose combinations that work in their sequences. (E&I)</p>	<ul style="list-style-type: none"> • Children will be able to perform skills in isolation whilst focusing on the quality of their movements. • They will be able to link few movements, keeping level, dynamics and timing consistent. • Move between movements showing fluidity, with ability to transfer weight. <p>Why do you think it would be a good idea to link _____ movement and _____ movement together?</p> <p>What do you have to do with your body to ensure that you perform _____ in the best way possible?</p> <p>How do you create fluidity in a performance?</p>

		<p>What do we mean by complimentary and contrasting actions? Have you shown these in your linked actions?</p>
Y2	<p>Children will be taught to:</p> <p>Develop short sequences on their own. (S&A)</p> <p>Use imagination to find different ways of using apparatus. (S&A)</p> <p>Have a clear start, middle and end. (S&A)</p> <p>Have a clear focus when watching others perform. And be able to comment when a movement or skill is performed well (aesthetic appreciation). (E&I)</p> <p>Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I)</p> <p>Develop balance, agility and co-ordination when travelling, stillness, jumping, timing, changing shape, size and direction. (S&A)</p>	<ul style="list-style-type: none"> • Play around with their own sequences of movement and use of apparatus. • Understand that a sequence must have a start, middle and end. • Start to develop understanding of key gymnastic skills. • Understand what they have watched and be able to identify key skills. <p>What needs to happen to make a sequence whole/complete?</p> <p>Why have you performed that movement first and then _____ movement?</p> <p>Can you tell me the name of the movement that was just performed? What helps you to remember that movement?</p> <p>What did you like about that performance?</p>
Y1	<p>Children will be taught to:</p> <p>Respond to instructions and commands. (A&D)</p> <p>Move between mats and small apparatus and change the speed of movement. (A&D)</p> <p>Learn a variety of basic gym actions. (A&D)</p>	<ul style="list-style-type: none"> • Children can perform question and answer movements. (I do, you do). • Children can respond to key actions such as jump, travel and stillness. • Children understand how to

	<p>Be still in different body shapes and balances and combine different ways of travelling. (A&D)</p> <p>Handle apparatus safely. (H&F)</p> <p>Recognise how it feels when the body is tense. Discuss how the body changes during exercise. (H&F)</p> <p>Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. (H&F)</p>	<p>move their body into different shapes.</p> <ul style="list-style-type: none"> • They can verbally tell you how their body is changing when exercising. <p>Can you show me what I would be looking for if I asked for a jump? Are there any other types of jump you could think of?</p> <p>How many different ways can you travel around the space?</p> <p>Can you show me how you would get into a _____ shape?</p> <p>What is happening when you are moving around the space and performing your movements?</p>
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