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Gymnastics: Year 3, 4, 5, 6

Year 3	Year 4	Year 5	Year 6
Overview <p>Pupils will focus on improving their actions through greater body tension, and pointing our fingers and toes when completing actions. Pupils will continue to plan and perform actions using a greater number of their own ideas to create sequences that link together more smoothly.</p> <p>Pupils will start to observe and provide simple feedback identifying areas we like and constructive feedback.</p>	Overview <p>Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can create longer, more complex routines individually and with a partner.</p> <p>They will start to explore compositional ideas further and can start to apply them into their routines, for example contrast, unison and canon.</p> <p>Pupils can start to reflect on their own performance and the performances of others to evaluate and refine routines.</p>	Overview <p>Pupils will develop their actions to link and perform with greater precision and fluency. Pupils can develop and refine longer, more complex routines with greater complexities individually and within a small group.</p> <p>Children will create more complex routines, displaying a range of compositional techniques. They are starting to display greater control, confidence and consistency in their actions.</p> <p>Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.</p>	Overview <p>Pupils will demonstrate their knowledge of compositional ideas, and use these techniques to develop, refine and perform a small group routine.</p> <p>- Levels, tempo, direction, matching/mirroring, canon, unison</p> <p>Pupils will develop their understanding of timing in gymnastics and will start to apply routines to an accompaniment.</p> <p>Pupils can observe and evaluate the performances of others and provide meaningful feedback with context.</p>
Developing physical skills <ul style="list-style-type: none">• Pupils can display a range of travelling actions using their hands and feet• Pupils can continue to develop a range of basic floor movements• Pupils can master most if not all fundamental movement skills from KS1• Pupils can balance with control using different body parts and will start to explore partner balancing• Pupils can link actions together to create flowing sequences	Developing physical skills <ul style="list-style-type: none">• Pupils can continue to develop a range of travelling actions using their hands and feet• Pupils can continue to develop a range of floor movements• Pupils can master fundamental movement skills• Pupils can display a range of balances individually and with a partner• Pupils can link actions together to create flowing sequences both individually and with a partner• Pupils can display matching and mirroring in their balancing actions	Developing physical skills <ul style="list-style-type: none">• Pupils can display a range of partner/group balances:<ul style="list-style-type: none">- Counter, counter tension, supporting and touching• Pupils can perform more complex jumps, landing safely• Pupils can continue to develop more complex floor movements:<ul style="list-style-type: none">- Forward roll, barrel roll, cartwheel, round off• Pupils can create and refine more complex routines individually and within a small group	Developing physical skills <ul style="list-style-type: none">• Pupils can display a range of partner/group balances:<ul style="list-style-type: none">- Counter, counter tension, supporting and touching• Pupils can apply a combination of skills learnt to create small group routines to an accompaniment• Pupils can continue to develop more complex floor movements:<ul style="list-style-type: none">- Forward roll, barrel roll, cartwheel, round off• Pupils can explore group dynamics and use formation to enhance routines
Whole child criteria: Head Hand Heart <ul style="list-style-type: none">• With some help, I can recognise how performances could be improved• I am willing to offer and accept feedback to try and improve a performance• I can use a greater number of my own ideas for movements to respond to a task• I can choose and plan a sequence of contrasting actions• I can demonstrate basic jumps with a safe landing• I can perform with fluency and control• I can support weight on different body parts individually and with a partner• I can refine and perform with control a range of basic compositional ideas including direction, levels, tempo mirroring and unison• I can display resilience and persistence when completing new tasks• I can work well with a partner• I am willing to practice and improve• I can work safely and responsibly when using apparatus	Whole child criteria: Head Hand Heart <ul style="list-style-type: none">• I can choose practice and refine a sequence on my own• I can suggest improvements to my own performance and that of others• I can apply simple choreographic techniques ie unison and canon• I can combine actions in more physically challenging ways• I can perform with greater fluency, linking sequences of movement• I can perform more complex gymnastics agility/actions• I can demonstrate both matching and mirroring to show difference• I can collaborate and adapt sequences to include a partner• I can explore different relationship techniques with a partner including mirroring, matching, unison and canon• I understand that strength and flexibility can be improved	Whole child criteria: Head Hand Heart <ul style="list-style-type: none">• I can observe and evaluate a performance based on a set criteria• I can adapt my performance to the demands/criteria of a task• I can explain with context and using key terminology• I can adapt sequences from floor to apparatus with confidence• I can show a wider range of actions, shapes and balances• I can transfer smoothly between movements (link & flow)• I can create more complex performances with a partner/group• I can perform with increasing control, balance and coordination• I can show good body tension in actions i.e. balances• I can lead small group warm ups and cool downs• I can explore different relationship techniques within small groups including mirroring, matching, canon and unison• I can explain what happens to our body as we warm up and the importance of warming up	Whole child criteria: Head Hand Heart <ul style="list-style-type: none">• I am aware of factors that may influence the quality of a performance ie body tension, timing etc• I/we can perform, evaluate and refine our performance throughout the unit• I/we can create a group performance based on set criteria• I can start to create longer, more complex partner/group sequences with an accompaniment• I have developed clear, fluent and accurate movements• I can perform a practiced group sequence• I use apparatus to further develop and enhance our performances• I can lead small group warm ups and cool downs• I have confidence and competence to try new actions• I can explain why activity is good for my health long term



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Character values <ul style="list-style-type: none">• Team work• Cooperation• Creativity• Confidence• Self belief	Character values <ul style="list-style-type: none">• Team work• Cooperation• Creativity• Confidence• Self belief	Character values <ul style="list-style-type: none">• Team work• Cooperation• Creativity• Confidence• Self belief	Character values <ul style="list-style-type: none">• Team work• Cooperation• Creativity• Confidence• Self belief

End of key stage outcomes

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns