


Caroline Haslett Primary School - PE

Topic: Gymnastics

Year 4

Knowledge	Vocabulary
<ul style="list-style-type: none"> • Knows how to utilise a range of equipment to enhance their movements • Understands how to link movement phrases together with increased precision while maintaining fluency 	<p>Tuck A body position where the knees and hips are bent and drawn into the chest with the hands holding the knees.</p> <p>Straddle - A body position in which the body faces forward and the legs are spread far apart to the side, ideally to a 180 degree split or more.</p>
Activities	<p>Vault An artistic gymnastics apparatus which gymnasts perform on, as well as the skill performed using that apparatus.</p> <p>Cartwheel</p>  <p>Lunge Back leg straight, front leg bent. Squeeze bottom and core.</p>
<ul style="list-style-type: none"> • Explore different combinations of apparatus to look at shape, balance and travel • Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. • Develop longer and more varied movement phrases with smooth, planned links between actions 	<p>Skills</p> <ul style="list-style-type: none"> • Perform a range of rolls, jump and leaps with control and accuracy • Perform a sequence combining speed, level, direction and a variety of shapes • Travel and balance symmetrically and asymmetrically • Perform a straddle on a vault correctly • Perform a cartwheel correctly

Gymnastics progression and assessment

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Travel and stop with some control</p> <p>Create shapes showing basic levels of stillness using different parts of their bodies</p> <p>Begin to take weight on different parts of the body</p> <p>Show actions that stretch their bodies</p> <p>Copy and link simple actions together</p>	<p>Perform basic gymnastic actions like travelling, rolling and jumping</p> <p>Manage the space safely showing good spatial awareness, mats and apparatus</p> <p>Link and repeat basic gymnastic actions and perform with control</p>	<p>Perform a variety of actions with increasing control</p> <p>Repeat accurately sequences of gymnastic actions</p> <p>Move smoothly from a position of stillness to a travelling movement</p> <p>Move smoothly from one balance to another</p> <p>Choose simple balances to perform a sequence to practise and repeat</p> <p>Perform a sequence with has a clear beginning, middle and end</p> <p>Adapt the sequence to include a partner or apparatus</p>	<p>Perform a range of rolls and balances</p> <p>Explore apparatus and mats</p> <p>Use different ways to show balance, travelling and shape</p> <p>Practise a sequence and improve the quality by improving control, accuracy and fluency</p> <p>Plan and perform a sequence showing a contrast in speed, level and direction</p> <p>Devise and perform and sequence showing a clear beginning, middle and end</p>	<p>Perform a range of rolls with control and accuracy</p> <p>Explore different combinations of apparatus and know how to utilise this equipment to enhance their movements</p> <p>Practise and refine a sequence showing quality gymnastic actions</p> <p>Begin to develop longer and more varied movement phrases with smooth links between actions</p> <p>Perform a sequence that combine speed, levels, direction and a variety of shapes</p> <p>Work within different groups and contribute a variety of different sequences</p>	<p>Perform a range of rolls including forward and backward rolls consistently</p> <p>Perform a range of actions with consistency, fluency and clarity of movement</p> <p>Make similar and contrasting shapes on the floor and apparatus working individually and with a partner</p> <p>Perform with a partner whilst maintaining the quality of performance</p> <p>Develop a longer and more varied sequence demonstrating smooth transitions between actions, shapes and balances</p> <p>Show contrasting speed, levels and directions whilst working with a partner or small group</p> <p>Increase length of sequences working with a partner showing consistency, fluency and clarity of movement</p>	<p>Perform a range of rolls showing a clear entry and exit</p> <p>Perform combination of actions that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>Perform actions, shapes and balances clearly with excellent control, tension and extension</p> <p>Plan, perform and evaluate a sequences showing a wide range of actions which have been adapted to show varying levels, speed and direction</p> <p>Repeat a longer sequence with clear emphasis on body extension and control</p> <p>Able to change sequence from individual to group performance</p>