

## Gymnastics KS2

**Remember when**

Explores and creates different pathways and patterns.

Uses equipment in a variety of ways to create a sequence

Link movements together to create a sequence

Applies compositional ideas independently and with others to create a sequence.

Copies, explores and remembers a variety of movements and uses these to create their own sequence.

Describe their own work using simple gym vocabulary.

Begin to notice similarities and differences between sequences.

Uses turns whilst travelling in a variety of ways.

Begin to show flexibility in movements

Begin to develop good technique when travelling, balancing, using equipment etc

Links skills with control, technique, co-ordination and fluency.

Understand composition by performing more complex sequences.

Begin to use gym vocabulary to describe how to improve and refine performances.

Develop strength, technique and flexibility throughout performances.

Creates sequences using various body shapes and equipment.

Combines equipment with movement to create sequences.

**Sticky skills**

- Select and combine their skills, techniques and ideas.
- Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.
- Draw on what they know about strategy, tactics and composition when performing and evaluating.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Uses more complex gym vocabulary to describe how to improve and refine performances.
- Develop strength, technique and flexibility throughout performances.
- Links skills with control, technique, co-ordination and fluency.
- Understand composition by performing more complex sequences
- Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.
- Adapts sequences to include a partner or a small group.
- Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.

**Key Vocabulary  
KS2**

**Symmetrical:** Symmetry occurs when a balance or a movement is identical on either side.

**Asymmetrical:** Asymmetry means when a balance or a movement does not match on either side.

**Linking:** This means successfully adding two movements together so that they flow one after the other.

**Flow:** This is when a gymnast moves from one action to another without stopping.

**Extension:** This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

**Interesting:** This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

**Bridge:** A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.

**Levels:** This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

**Counter Balance:** A counter balance is a pushing balance.

**Counter Tension:** A counter tension is a pulling balance.

**Unison:** Unison is where pupils perform the same movement at exactly the same time as each other.

<p><b>Learning Journey</b></p> <p><b>Year 3</b>  Introduction to symmetry and asymmetry  Application of learning onto apparatus  Sequence formation  Sequence completion</p> <p style="text-align: center;">↓</p> <p><b>Year 4</b>  Introduction to bridges  Application of bridge learning onto apparatus  Develop sequences with bridges  Sequence formation  Sequence completion</p> <p style="text-align: center;">↓</p> <p><b>Year 5</b>  Introduction to counter balance  Application of counter balance learning onto apparatus  Sequence formation  Counter Tension Sequence completion</p>		<p><b>Matching:</b> Matching is where pupils perform exactly the same movements at the same time.</p> <p><b>Mirroring:</b> Mirroring is where pupils perform their movements creating a mirror image of each other.</p>	
<p><b>Cognitive</b></p> <p><b>Year 3:</b> Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.</p> <p><b>Year 4:</b> Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.</p> <p><b>Year 5:</b> Pupils will apply life skills such as evaluation and reflection as they recognise the strengths and weaknesses in their sequences and find ways to improve them.</p>	<p><b>Social</b></p> <p><b>Year 3:</b> Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.</p> <p><b>Year 4:</b> Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</p> <p><b>Year 5:</b> Pupils will demonstrate communication skills and show respect as they watch others' performances and give feedback on ways to improve.</p>	<p><b>Wellness</b></p> <p><b>Year 3:</b> Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p> <p><b>Year 4:</b> Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.</p> <p><b>Year 5:</b> Pupils will apply integrity and self discipline as they perform their sequences and receive feedback. Pupils will then work hard to improve their sequences.</p>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>- Develop flexibility, strength, technique, control and control and balance</li> <li>- Compare their performances with previous ones and demonstrate improvement to show their personal best</li> </ul>
	<b>Learning Objective / Focus</b>	<b>Lesson Sequence Outline</b>	
<b>Year Three</b>	<p><b>Session 1:</b> LO: explore movements and balances in a symmetrical way.  <b>Focus:</b> Introduction to symmetry</p> <p><b>Session 2:</b> LO: to explore movements and balances in a symmetrical and asymmetrical way.  <b>Focus:</b> Introduction to asymmetry</p> <p><b>Session 3:</b> LO: to re-create pupils symmetrical balances on apparatus and look  <b>Focus:</b> Application of symmetrical and asymmetrical learning onto apparatus</p> <p><b>Session 4:</b> LO: to travel to a new piece of apparatus and completing the start and middle section of a sequence.  <b>Focus:</b> Sequence formation</p> <p><b>Session 5:</b> LO: to start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.</p>	<p style="text-align: center;"><b>Symmetrical and Asymmetrical</b></p> <p><b>Overview:</b> The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p> <p><b>Physical:</b> Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.</p> <p style="text-align: center;"><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>	

	<p><b>Focus:</b> Sequence completion</p> <p><b>Session 6:</b> LO: to perform</p> <p><b>Focus:</b> Performance</p>	
<b>Year Four</b>	<p><b>Session 1:</b> LO: to explore movements and balances creating bridges.</p> <p><b>Focus:</b> Introduction to bridges</p> <p><b>Session 2:</b> LO: to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.</p> <p><b>Focus:</b> Application of bridge learning onto apparatus</p> <p><b>Session 3:</b> LO: to move over and under individual bridges on apparatus.</p> <p><b>Focus:</b> Developing sequence ideas with bridges</p> <p><b>Session 4:</b> LO: to apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.</p> <p><b>Focus:</b> Sequence formation</p> <p><b>Session 5:</b> LO: to complete their sequences.</p> <p><b>Focus:</b> Sequence completion</p> <p><b>Session 6:</b> LO: to perform completed sequences.</p> <p><b>Focus:</b> Performance</p>	<p style="text-align: center;"><b>Bridges</b></p> <p><b>Overview:</b> The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.</p> <p><b>Physical:</b> Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.</p> <p style="text-align: center;"><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
<b>Year Five</b>	<p><b>Session 1:</b> LO: to explore the new concept of counter balance.</p> <p><b>Focus:</b> Introduction to counter balance</p> <p><b>Session 2:</b> LO: to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.</p> <p><b>Focus:</b> Application of counter balance learning onto apparatus</p> <p><b>Session 3:</b> LO: to counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.</p> <p><b>Focus:</b> Sequence formation</p> <p><b>Session 4:</b> LO: to explore the new concept of counter tension.</p> <p><b>Focus:</b> Counter tension</p> <p><b>Session 5:</b> LO: to counter balances on apparatus and move out of them.</p> <p><b>Focus:</b> Sequence completion</p> <p><b>Session 6:</b> LO: to perform completed sequences.</p> <p><b>Focus:</b> Performance</p>	<p style="text-align: center;"><b>Counter Balance &amp; Counter Tension</b></p> <p><b>Overview:</b> The unit of work will focus on exploring Counter Balance and Counter Tension balances on the floor and on apparatus. Pupils will create sequences by consistently applying flow and challenging their creativity. Pupils will focus on the various ways they can construct the sequence and link the balances with movements.</p> <p><b>Physical:</b> Pupils will execute 'excellent' balances and movements within the Counter Balance and Tension theme, accurately applying flow as they link their balances with movement.</p> <p style="text-align: center;"><i>See session plans attached or log on to Complete PE to access relevant documents</i></p>
Working towards	<b>End of unit assessment</b> Working at Age related expectations	Working at a greater depth