

NATIONAL CURRICULM 2016-2018 OVERVIEW FOR GYMNASTICS KS2

	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<ul style="list-style-type: none"> -Use of balances and shapes to improve flexibility in warm-ups and cool downs. -Introducing / consolidating basic: <ul style="list-style-type: none"> *Travelling skills *Jumping skills *Rolling skills *Balancing skills -Skill introduction on the climbing frame and apparatus 	<ul style="list-style-type: none"> -Perform a variety of gymnastics actions, balances and body shapes accurately. -Perform travelling, jumping, rolling and balancing skills more accurately and precisely -Create simple sequences on the climbing frame and large apparatus. -Introduce Rhythmic gymnastics 	<ul style="list-style-type: none"> -Perform a variety of more advances actions, balances and body shapes accurately with emphasis on extension and control. -Perform skills learnt precisely with confidence on both floor and large apparatus -Perform more advanced Rhythmic gymnastics skills using ribbon, sticks, balls and hoops. 	<ul style="list-style-type: none"> -Perform a variety of more advances actions, balances and body shapes accurately with emphasis on extension and control. -Perform skills learnt precisely with confidence on both floor and large apparatus -Work with body tension and extension. -Perform more advanced Rhythmic gymnastics skills using ribbon, sticks, balls and hoops. -Show awareness of each other, the mats, and the equipment / apparatus.
Perform and develop a range of movements using flexibility, strength, control and balance	<ul style="list-style-type: none"> -Working individually or with a partner create a movement phase or sequence putting travelling, rolling, jumping and balancing skills together on the floor / apparatus. -Perform the sequences for another individual or pair to evaluate. 	<ul style="list-style-type: none"> -Perform and repeat longer sequences that include changes of level, clear shapes and quality of movement. -Adapt work to include a partner. -Perform sequences in front of the whole class for evaluation feedback. 	<ul style="list-style-type: none"> -Compose more complex sequences from a wider range of themes including changes of speed, direction and showing work at different levels. -Develop and adapt sequences to incorporate large apparatus and hand held apparatus. 	<ul style="list-style-type: none"> -To select more advanced actions learnt and use them to create more advanced movement phrases / sequences. -Use a range of compositional principals and their own solutions to improve the look of a sequence. -perform in front of class and teachers.

<p>Evaluating and improving performance</p>	<p>-Describe and comment on their own performance and that of others and make simple suggestions to improve quality.</p>	<p>-Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. -Be confident to analyse and comment on what they see.</p>	<p>-From observation of others begin to describe constructively how to refine, improve and modify performance -Refine own performance in response to comments of others and self-analysis. -Use judging sheets with specific criteria of the core task on them, to check the content of sequences.</p>	<p>-Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding of the subject area. -Use judging sheets and video performances so that the children can evaluate their own and others work.</p>
<p>Knowledge and understanding of fitness and health</p>	<p>-Children suggest appropriate warm-up ideas -Children dress appropriately for PE -Children work in a responsible and safe manner -Children recognise changes in body temperature</p>	<p>-Children begin to think about warm-up activities that prepare them for exercise. -They can talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy. -Know how to stretch individual parts of the body correctly / safely.</p>	<p>-Demonstrate activities for specific aspects of warm-up stretching, joint mobility, raising heart and breathing rates. -Also, introduce / consolidate gymnastic skills and actions in warm-ups. -Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature fatigue and recovery.</p>	<p>-Can show responsibility for personal warm-up programme specific to activity. -Understand the need for a warm-up and working body strength, tone and flexibility and how these contribute to health and fitness. -Know how to safely stretch individual parts of the body and understand how this will help when performing gymnastics actions and movements. -Demonstrate all round safe practice, including handling of equipment, safety of self and others and playing within accepted rules and conventions.</p>