

KNOWLEDGE

Competent learner:

Confidently demonstrate creativity in their work with control
Demonstrate how strategies and tactics can improve their work
Demonstrate improvements to their work
Perform fundamental movement skills in a range of activities
Understanding of effective leadership

Active & healthy learner:

Describe why physical activity is good for health and well being
Recognise and describe how their body feels during and after activities
Understand how to remain active for sustained periods of time

Reflective learner:

Describe, explain and comment on their own and others' actions and feelings
Make judgements to improve their and others' work
Respond to set tasks following rules and expectations

Engaged learner:

Demonstrate enthusiasm for PE
Effectively communicate and collaborate with each other
Understand the principles and purpose of preparing effectively for PE and sport
Work independently for extended periods of time without the need for guidance

Disciplined Learner:

Demonstrate a positive attitude to all activities and be respectful towards others
Follow rules and listen well to all instructions
Stay on task and be attentive in all activities
Show kindness and consideration when working with others

SKILLS

Agility

Moving the body from one position to another (changing direction).

Balance

Centre of gravity over the base of support.
Linking & mirroring with another person.

Co-ordination

Synchronising limbs when performing an action.

Locomotion:

Pathways – forwards, backwards, sideways, and diagonally.

Turn – change direction: quarter, half, full

Shape – movement of the body to create a shape (pike, straddle, star, straight, tuck).

Leap – jump from one foot to another foot.

Rotation:

Roll – use log roll, egg roll, teddy bear roll, arch and dish roll

Jump – on, off, over apparatus, linked jumps

Sequencing:

Connecting Movements – thinking about level and direction

Transition - move from one movement to another seamlessly.

Apparatus:

Small – using objects when moving and balancing

Large – jump on and off low platforms

Working together:

Mirroring, Matching and Linking – Creating movements together

Canon – one child moving followed by another and another like a Mexican wave.

Synchronisation – moving together at the same time to create effect.

EXPERIENCES

Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new movements. Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines.

Year 3 | Gymnastics

KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Respond to wider range of stimuli	Are inventive with their own movements and actions with mixed success.
Perform actions with control	Transition seamlessly from one movement to another.
Develop themes and ideas	Implement changes to better their performance, suggested by self or AP.
Improvements to their work	Can sequence a series of movements with increasing control.
Leadership qualities	Can suggest characteristics of an effective leader (e.g., respectful, encouraging, role model, good communicator, puts the group first).
Health and wellbeing	Comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self esteem)
Changes to the body	Reference heart rate, temperature change and muscle soreness/growth.
Remain active	Reference managing energy levels to last for the duration of a game
Actions and feelings	Show a mutual respect for all and describe the importance of fair play
Make judgements to improve their and others' work	Identify relevant changes to apply to their work and others that would improve performance, when prompted
Rules and expectations	Follow rules in activities and reinforce to others respectfully when needed
Enthusiasm for PE	Show an interest and enjoyment in lessons
Communicate and collaborate	Work sensibly with who they are partnered or grouped with, despite friendships
Preparation for PE and Sport	Have an awareness of safety (correct kit/footwear, no jewellery/watches, have inhaler or other medication to hand)
Work independently	Can keep an activity flowing without stoppages and adult supervision
Positive attitude and respect	Do not allow activity results or incidents influence their behaviour or manner to others
Following rules and instruction	Remain on task throughout the lesson with no intervention from AP and encourage others to do so
Stay on task	Do not allow competition or incidents influence their participation
Kindness to others	Remain calm when someone makes a mistake
Additional key vocabulary	Definition
Hurdle step	Take off from one foot and land on two feet
Spring board	A piece of apparatus with extra spring for a higher jump – used in vaulting
Formation	A shape created together as a group for effect -usually a starting or ending position
Synchronised	Together at exactly the same time