

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 4 | Gymnastics

KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Respond to wider range of stimuli	Are inventive with their own movements and actions to create brand new ideas and sequences
Perform actions with control	Can sequence a series of movements with consistent control.
Develop themes and ideas	Review and implement changes to better their performance without prompt or guidance.
Improvements to their work	Identify and implement changes to performance that make it more interesting to watch
Leadership qualities	Can suggest characteristics of an effective leader and explain why it is important and how it benefits the group.
Health and wellbeing	Have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance
Changes to the body	Reference longer term benefits of exercising, such as muscle growth and improved endurance
Remain active	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration
Actions and feelings	Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team
Make judgements to improve their and others' work	Identify relevant changes to apply to their work and others that would improve performance, without prompt
Rules and expectations	Follow rules in activities and reinforce to others. Begin to manage own activities with little guidance
Enthusiasm for PE	Show an interest and enjoyment in lessons and reflect positively, celebrating successes
Communicate and collaborate	Work sensibly with who they are partnered or grouped with, despite friendships or abilities
Preparation for PE and Sport	Show accountability of having correct kit and take ownership of own preparation (remove watches/jewellery, have medication ready)
Work independently	Keep an activity flowing and resolve any conflict, without adult supervision
Positive attitude and respect	Do not allow own preferences on activity choice, activity results or incidents influence their behaviour or manner to others
Following rules and instruction	Ignore any distractions and tries to influence others to do the same
Stay on task	Do not allow own preferences on activity choice, activity results or incidents influence their participation
Kindness to others	Show understanding and encouragement 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