

# Year 6-Term 3 – PE – Gymnastics



Curriculum Key Question: Where are we going?

Topic: Fantastic Beasts and where do we find them?

## What should I already know?

I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.

## Skills I will develop:

I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.



### Shapes

Combine and perform gymnastic shapes more fluently and effectively.

### Inverted movements

Develop control in progressions of a cartwheel and a headstand.

### Balances

Explore counter balances and counter tension balances.

Year 6

### Rolls

Develop fluency and consistency in the straddle, forward and backward roll.



### Jumps

Combine and perform a range of gymnastic jumps more fluently and effectively.

## Progression of Skills Ladder

### Key Skills: Physical

- Straddle roll
- Forward roll
- Backward roll
- Counter balance
- Counter tension
- Bridge
- Shoulder stand
- Handstand
- Cartwheel
- Headstand
- Vault

### Key Skills: S.E.T

- Social: Responsibility
- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences

### Ways to improve a sequence



**Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?

**Action:** Include a variety of actions such as a jump, balance, travel, shape.

**Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.

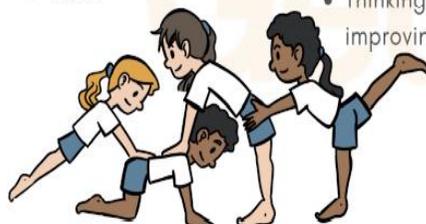
**Body tension:** Squeeze your muscles to create and hold strong clear shapes.

**Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.

**Speed:** Vary the speed used within a sequence e.g. fast and slow.

**Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.

**Timing:** Use canon and synchronisation in the performance.



## Vocabulary:

### Counter balance:

A balance where one person uses another person's weight to stay balanced by pushing against them.

### Counter tension:

A balance where one person uses another person's weight to stay balanced by pushing against them.

### Pathway:

Designs traced in space (in air or on the floor).

### Inverted movement:

An action where the hips go above the head such as shoulder stand, head stand, bridge and cartwheel.

### Canon:

When performers complete the same physical action one after the other.

### Synchronisation:

When performers complete the same physical action at the same time.

### Formation:

Where you are in space in relation to others.