

GYMNASTICS in LOWER KEY STAGE 2 – development of skills linked to the core assessment tasks

National Curriculum Statements of Attainment		Core Assessment Tasks:
Pupils should: <ul style="list-style-type: none"> learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement develop flexibility, strength, technique and control and balance enjoy communicating and collaborating with each other develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones 		Level 2/3 – Balancing Act Level 3 – Partner Work
7 - 9 yrs	Year 3	Year 4
Sequencing	<ul style="list-style-type: none"> Recap previous learning Devise a sequence of six actions which is interesting and exciting for an audience. Adapt the sequence for different apparatus combinations. Teach sequence to a partner.	<ul style="list-style-type: none"> Recap previous learning Help children to work in pairs to six different actions and choose appropriate apparatus for their sequence. Challenge them to include changes of level and direction. Show an understanding of mirroring and matching.
Balance	Small body part balances using combinations of hands, feet, elbows, knees and head. Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand. Extend toes, arms and legs and increase the tension in their body. Balance on floor and apparatus exploring which body parts are the safest to use. Move in and out of balance fluently.	Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes. Refine balancing skills ready to include these in a sequence. Explore balancing with a partner: facing, beside, behind and on different levels. Move in and out of balance fluently.
Travel	Small body part travelling actions to include: Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. Travel with a partner; move away from and together on the floor and on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Travel in different pathways on the floor and using apparatus.	Encourage children to perform actions over, along, on and off apparatus to include: Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench. Use a variety of rolling actions to travel on the floor and along apparatus. Travel with a partner; move away from and together on the floor and on apparatus. Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping. Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.
Jump	Begin to understand why some jumps are more appropriate than others when working on apparatus. Begin to demonstrate control of straight, star and tucked shapes - stress keeping body upright, strong core, tension and extension in limbs. Try on floor and along bench controlling take-off and landing. Explore a quarter or half turn into a jump before landing on the floor. Explore making a shape in the air and control landing by keeping body upright throughout the action.	To work with a partner and explore leading, following, meeting and parting and working side by side. When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs. Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.
Roll	Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling	Perform with control: the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions

	<p>actions on the floor and along apparatus. Combine the phases of earlier rolling actions to perform the full forward roll. Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p>	<p>on the floor, off and along apparatus or in time with a partner. Continue to refine skills of forward and backward rolling.</p>
<p>Vocabulary</p>	<p>Control, tension, core, phrase, phrases, transfer, apparatus, combination, sequence, fluently</p>	<p>Refine, sufficient, controlled, transfer, phrase, apparatus</p>