

GYMNASTICS in UPPER 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 3/4 – Acrobatic Gymnastics Level 4/5 – Group Dynamics
9 - 11 yrs	Year 5	Year 6
Sequencing	<ul style="list-style-type: none"> Recap on previous learning and vocabulary <p>Create and perform a pair sequence on floor, mats and apparatus which includes three basic acrobatic balances (a part-weight bearing balance, counter tension and a counter balance) and up to six other actions.</p>	<ul style="list-style-type: none"> Recap on previous learning and vocabulary <p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 8 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p>
Balance	<p>Perform balances with control, showing good body tension.</p> <p>Explore and develop control in taking some (part weight bearing) /all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from).</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus at the beginning, middle or end of a sequence.</p> <p>Consider how to move in and out of these balances with fluency and control.</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Remind children of pair balances (counter balance, counter tension and part weight bearing) link pair balances into a group balance using hand holds, arm links or foot holds.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control and use of apparatus if appropriate.</p> <p>Show more confidence when taking weight on hands when progressing bunny hop into hand stand</p>
Travel	<p>Begin to travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>	<p>Refine cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner explore cannon.</p>
Jump	<p>Begin to make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p>	<p>Make more complex symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing with increased control.</p>

Roll	Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.	Explore more complex starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Demonstrate symmetry and asymmetry throughout the rolling actions.
Vocabulary	Symmetry, asymmetry, phrase,	Contrast, asymmetry,