

# P.E.

## Year 4 – Gymnastics



### About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps, rolls and shapes.

### Knowledge & Skills

#### Knowledge:

Shapes can be used to improve your sequence. Be sure to show each shape clearly. Inverted movements are actions in which your hips go above your head. Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly. To change the take off and shape of your jumps to make them look interesting. Keep the shape of your roll using body tension. Land toes first, look forwards and bend your knees to land with control.

#### Skills:

I can plan and perform sequences with a partner that include a change of level and shape.

I can safely perform balances individually and with a partner.

I understand how body tension can improve the control and quality of my movements.

### Golden Threads

#### Motor competence

- Individual and
- Partner balances
- Rotation jumps
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

#### Healthy participation

How will this unit help your body?

Balance, co-ordination, flexibility and strength

#### Rules, strategies and & tactics

Use different directions to help make your sequence look interesting.

YEAR 3	YEAR 4	YEAR 5	YEAR 6	Key vocabulary
<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can use matching and contrasting actions in a partner sequence.</p>	<p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>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.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p><b>Bridge:</b> an inverted action on hands and feet.</p> <p><b>Fluidly:</b> flow easily.</p> <p><b>Inverted:</b> where hips go above head.</p> <p><b>Rotation:</b> the circular movement of an object around a central point.</p> <p><b>Shoulder stand:</b> an inverted action on shoulders.</p> <p><b>Stability:</b> balanced</p>