



DOWN AMPNEY PRIMARY SCHOOL

**Term 4**

**Unit Overview: KS2 PE**

**Creative: Gymnastics**

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> <li>❖ Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements.</li> <li>❖ Enjoy communicating, collaborating and competing with each other.</li> <li>❖ Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.</li> <li>❖ Develop flexibility, strength, technique, control and balance.</li> </ul>	<p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> <li>❖ I can perform individual movements accurately.</li> <li>❖ I can maintain good body tensions and extension throughout.</li> <li>❖ I can keep apparatus in motion throughout (where appropriate).</li> <li>❖ I can balance with control (minimum wobble).</li> <li>❖ I can perform accurate shapes.</li> <li>❖ I can move with good posture.</li> <li>❖ I can perform an accurate movement pattern and preparation phase.</li> <li>❖ I can create a clear shape during flight.</li> <li>❖ I can perform repeatable movements.</li> <li>❖ I can balance with the supporting body part still.</li> <li>❖ I can hold balance for at least 3 seconds.</li> <li>❖ I can land quietly and in balance.</li> </ul>	<p><u>Vocabulary</u></p> <p>in isolation, coils, replicating, rhythmic, synchronised, canon, void, sequences, express, tactics.</p>
<p><u>Fundamental Movement Skills</u></p> <p><b>Rotation, balance, shape, travel, flight</b></p> <p><u>Progression of Creative Skills and Support</u></p> <ul style="list-style-type: none"> <li>❖ I can change tactics, rules or tasks to make activities more fun or more challenging.</li> <li>❖ I can respond imaginatively to different situations.</li> <li>❖ I can use variety and creativity to engage an audience.</li> </ul>	<p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> <li>❖ Use spotting to aid balance.</li> <li>❖ Tighten muscles to enable controlled movements.</li> <li>❖ Hold apparatus away from body to allow free movement.</li> <li>❖ Focus eyes on a fixed point.</li> <li>❖ Use whole body to create the shape.</li> <li>❖ Tighten stomach to maintain shape.</li> <li>❖ Concentrate on coordination of apparatus with body movements.</li> <li>❖ Decide on footwork pattern and jump before starting.</li> <li>❖ Land through balls of feet with soft knees to absorb impact.</li> <li>❖ Keep at least one body part in contact with apparatus.</li> <li>❖ Keep tummy tight and back straight.</li> <li>❖ Focus on quality of shape each time.</li> <li>❖ Squeeze body muscles during flight phase.</li> <li>❖ Choose type of rotation before starting.</li> </ul>	<p><u>Pillars of Progression</u></p> <p><u>Pillar 1: Motor Competence</u></p> <ul style="list-style-type: none"> <li>❖ Apply balance skills in a variety of modified games to improve dynamic balance and counterbalance.</li> </ul> <p><u>Pillar 2: Rules, Strategies and Tactics</u></p> <ul style="list-style-type: none"> <li>❖ Prepare traditional invasion games that use feints, change of speed and direction to outwit opponents.</li> <li>❖ Learn about attacking and defending strategies to help make effective decisions.</li> </ul> <p><u>Pillar 3: Healthy Participation</u></p> <ul style="list-style-type: none"> <li>❖ Develop social skills to learn to cooperate by listening to others and being supportive.</li> <li>❖ Be prepared to lead a small group through a task and give helpful feedback when appropriate.</li> </ul>



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	<p><u>British Values</u></p> <ul style="list-style-type: none"> <li>❖ Democracy – Have your opinions heard when discussing topics and tactics.</li> <li>❖ Rule of law – learn about rules for different sports, sporting behaviour, etiquette and fair play.</li> <li>❖ Mutual respect and tolerance – celebrate sporting achievements together.</li> </ul>	
<p><u>Prior learning (KS1)</u></p> <ul style="list-style-type: none"> <li>❖ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</li> <li>❖ Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <p><u>Future learning: KS3</u></p> <ul style="list-style-type: none"> <li>❖ Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</li> <li>❖ Develop their technique and improve their performance in other competitive sports.</li> <li>❖ Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> <li>❖ <u>Courage</u> If you don't succeed after several attempts, ask for help from others.</li> <li>❖ <u>Respect</u> Following instructions.</li> <li>❖ <u>Trust</u> Supporting others in achieving their goals.</li> </ul>	<p><u>Key Sportsmen/women</u>  <b>Jessica Gardirova</b> – Female GB gymnast.  <b>Max Whitlock</b>- Male GB gymnast.</p>