



Focus on Pillars of Progression:

Pillar 1: Motor competence and fundamental motor skills.	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Pillar 2: Rules, Strategies and Tactics	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
Pillar 3: Healthy Participation	Share ideas with others and work together to decide on the best approach to a task. Lead others and show consideration of including all within a group. Communicate with others clearly and effectively. Understand what maximum effort looks and feels like and show determination to achieve it. Use different strategies to persevere to achieve personal best. Compete within the rules showing fair play and honesty when playing independently. Confident to attempt tasks and challenges outside of their comfort zone.

Progression in Learning

Links to Previous Learning:	Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.
Procedural Unit Knowledge (knowing how) and Declarative (knowing what):	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 balance and counter tension. 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. Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and know where that momentum from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.
Links to Future Learning:	

Vital Vocabulary:

Revisited Vocabulary:	Symmetrical, rotation, asymmetrical, synchronisation, aesthetics, progression, cannon.
New Vocabulary:	Formation, momentum, counter balance, fluently, counter tension, stability.
Supporting Resources (including focus sports person):	



Year 6

Gymnastics

Our Journey Drivers:

- Joyful Readers
- Opportunities to Build on Knowledge and Skills.
- Understanding of British and Christian Values
- Resilience and Perseverance.
- Nurture Curiosity,
- Opportunities to build upon knowledge and skills
- Your Wellbeing and Health

Lesson Structure:

- Warm Up (Review):
- Skill Development (Modelling, Present new material small steps. Guide student practice).
- Plenary (Check for student understanding).

Unit Summary:

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Assessment Criteria:

- 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.

J	Reading around the sport to develop pillars of progression,
O	A logical and sequenced progression of skills throughout, with opportunities to revisit key areas of learning.
U	Sporting icons are carefully selected to ensure that the children are allowed the opportunity to celebrate the achievements of leading British sports performers of different faiths, race and gender. Children are given the opportunity to learn the rules of games and follow them fairly.
R	Children are encouraged to be gracious in victory and learn from defeat. Children are encouraged to celebrate the achievements of others and to be critical of themselves and their peers.
N	A broad and balanced curriculum which provides the opportunity to participate and compete in a variety of different sports and games.
E	Communication in PE and games are vital. The children are encouraged to communicate with their teammates, opponents, teachers and officials in a respectful and responsible manner. Children are encouraged to use subject specific vocabulary and are given the opportunity to discuss tactics with their teammates and give reasons for the decisions they make.
Y	A curriculum vision which intends to promote a love of sport and physical activity leading to lifelong participation for a secure physical and mental health and well-being.

STEP Approach to Adaptive Teaching:

- S- Space. Can you change the space given to an activity to make it easier/ more difficult?
- T- Time. Can you change time limits to make activities more challenging?
- E- Equipment. Can you use alternative equipment to make an activity more or less challenging?
- P- People. Can you change the number of people involved in the activity to make it more or less challenging. Can you group children in different ways to facilitate the learning of others?