



## Physical Education - Autumn 2 - Cycle A 2022/23 – Class 3 – Gymnastics Activities 2



<p><b>Knowledge (NC)</b> Develop flexibility, strength, technique, control and balance [gymnastics]</p> <ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Markers for Assessment</b> Can identify what is good about their performance and sequence and improve their performance each time.</p>	<p><b>Below</b> Beginning to identify strengths by comparing performances.</p>	<p><b>Above</b> Can compare performances and improve their personal best repeatedly.</p>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.</li> <li>To recognise strengths and areas for improvement in a partner's performance.</li> <li>To show different travelling and balancing actions using the apparatus.</li> <li>To try new experiences through travelling and balancing on the apparatus.</li> <li>To use the apparatus to perform jumping actions.</li> <li>To evaluate successful transitions between actions.</li> <li>To control my fears when jumping from a height.</li> <li>To try new experiences.</li> <li>To use the apparatus to perform rolling actions.</li> <li>To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling.</li> <li>To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</li> <li>To recognise strengths and areas for improvement in a partners performance.</li> </ul>	<p><b>Markers for Assessment</b></p> <p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>Small body part balances, Rolling, Travelling, Jumping and landing</li> <li>Change of level and Change in direction</li> <li>Extension</li> <li>Move smoothly from travelling into other actions</li> </ul> <p><b>Travelling on hands and feet</b></p> <ul style="list-style-type: none"> <li>Hands on floor with flat palms thumb pointing forward</li> <li>Flat palms and good extension of arms and legs when travelling in caterpillar and bear</li> </ul> <p><b>Landing</b></p> <ul style="list-style-type: none"> <li>NEVER land with straight legs</li> <li>Land through the balls of your feet to your heels and by bending your knees</li> <li>Arms should be in front of you - Look forward not down</li> </ul> <p><b>Sequence on apparatus</b></p> <ul style="list-style-type: none"> <li>Extension</li> <li>Smooth transition between actions</li> <li>Stillness on balance</li> </ul> <p><b>Pencil roll</b></p> <ul style="list-style-type: none"> <li>Keep legs straight and together</li> <li>Keep body tight</li> <li>Roll turning from hips</li> </ul> <p><b>Teddy bear roll</b></p> <ul style="list-style-type: none"> <li>From straddle position reach down and hold legs</li> <li>Roll down one arm and across the shoulders down the other arm back to straddle</li> <li>Keep legs straight</li> </ul>	<p><b>Below</b> Can sequence actions on floor and apparatus with some control.</p>	<p><b>Above</b> Can sequence actions on floor and apparatus with control and fluency.</p>
<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>To begin developing flexibility, strength, control and balance.</li> </ul>	<p><b>Vocabulary</b> Balance, roll, travel, jump, landing, levels, direction, speed, Extension, smooth transitions, Palms, caterpillar, bear, apparatus, straddle, tuck, pike, Demonstrate, evaluate, strengths, improvement, performance</p>		
<p><b>Prior Skills</b></p> <ul style="list-style-type: none"> <li>To demonstrate travelling with control on 4 points.</li> <li>To show balances on 2 and 3 points of the body.</li> <li>To show balances with stillness on 1,2,3 and 4 points of the body.</li> <li>To combine actions of travelling and balance.</li> <li>To demonstrate basic rolls with accuracy and control.</li> <li>To demonstrate jumping and landing safely.</li> </ul>			
<p><b>Questions (potential 'hook' questions for lessons)</b></p> <ul style="list-style-type: none"> <li>Can you create a sequence and improve your performance?</li> </ul>	<p><b>Cross-Curricular/Enrichment</b> PSHE – Healthy bodies and minds – exercise for health</p>		