

# MOVING EDSTART

## Year 4 - Development of Gymnastics Unit of Work

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

**Children can:**

- **Know which small parts of the body can take weights**
- **Show balance using large body parts**
- **Use appropriate vocabulary to describe what they and others are doing**
- **Understand and show a variety of controlled turning jumps**
- **Know and understand the safety implications involved in various types of rolling**
- **Link a jump with landings and rolling actions showing different shapes**
- **Perform a sequence of moves, jumps, turns and rolls which are under control**

# Year 4 - Development of Gymnastics

## Unit of Work

MOVING  
EDSTART

### Learning Objective

### Learning Outcomes

**1 To develop balances upon small and large body parts; and be able to vary the shape of the balances**

Children can:

- Vary the types of balances they can perform
- Know which small parts of the body can take weights and show high and low balanced positions using different combinations
- Tell the difference between point and patch balances

**2 To develop jumping from one foot to two feet and from one foot to the other foot and understand how to land safely**

Children can:

- Tell the difference between a leap and a jump
- Vary the shape of their leaps
- Safely land a jump/leap and understand how to cushion their landing

**3 To develop various types of rolls and be able to show rolling sideways in curled and stretched shapes**

Children can:

- Roll safely and under control in a variety of different ways
- Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes

**4 To develop and show a variety of controlled turning jumps, e.g.  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , or full turns**

Children can:

- Twist from two feet to two feet under control
- Understand when they need to use turning jumps in their routines and sequences

**5 To develop various ways of balancing with different parts of the body being the highest point or the closest to the ground**

Children can:

- Use different parts of the body to balance when they are high and low
- Start to support a partner when they are performing a balance

**6 To develop, plan and practice a short sequence showing balances, twists, turns, jumps and roles**

Children can:

- Have a sequence planned and ready to perform using up to moves
- Know how to link moves together and show control when performing
- Link together a jump, safe landing, and rolling action showing different combinations of shapes

### Assessment Mark      Requirements

---

#### Working Towards

- Understand basic ways to travel
- Retain key information
- Use fundamental shapes

#### On Target

- Can perform a range of individual balances (Dish, Arch, Shoulder, Stork, Needle)
- Can show which small parts of the body can take weights
- Can perform a range of rolls (Log, Egg, Shoulder)
- Can travel in different ways (Stepping – straight and bent leg. Leaping – scissor, cat, 2 to 1)
- Can perform a spin (1/2)

#### Above Target

- Can link gymnastics skills effectively
- Able to create and perform gymnastics routines (6-7 elements)
- Can perform a sequence of moves, jumps, turns and rolls which are under control
- Can use appropriate vocabulary to describe what they and others are doing

#### Excelling

- Shows distinct leadership/creative qualities
- Can perform advanced gymnastics skills (E.g. cartwheel, round off, walk overs, etc.)
- Competes at elite level

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 bullet points from **ON TARGET**.

To be working **ABOVE TARGET**, pupils must achieve all points from **WORKING TOWARDS** and **ON TARGET** as well as at least 3 bullet points from **ABOVE TARGET**.

To achieve **EXCELLING**, pupils must achieve all bullet points from **WORKING TOWARDS**, **ON TARGET** and **ABOVE TARGET** as well as at least 3 bullet points from **EXCELLING**.