

# COMPLETE EDSTART

## Year 6 - Gymnastics Unit of Work

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

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#### **Children can:**

- **Perform point and patch balances, rolls and travelling moves under control**
- **Show a variety of controlled turning jumps, e.g.  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , or full turn using one foot to two feet or two feet two feet**
- **Perform a simple sequence with a partner**
- **Create and perform a fluent sequence which combines four or more balances with travelling movements, jumps or rolls**
- **Use appropriate vocabulary to describe what they and others are doing**
- **Demonstrate a variety of balances positions, including ones with feet high and understand body tension and quality of performance**
- **Understand, identify and use the terms synchronisation and canon**

### Learning Objective

### Learning Outcomes

- 1 To demonstrate and understand point and more advance patch balances when different parts of the body are high and low**

**Children can:**

- Know which small parts of the body can take weights and show high and low balanced positions using different combinations
- Use different parts of the body to balance when they are high and low
- Support their partner when performing a headstand and handstand and know the safety implications
- Perform a range of individual balances (Dish, arch, shoulder, stork, needle, arabesque, headstand)

- 2 To link moves together using travelling moves and twists/turns**

**Children can:**

- Understand when they need to use turning jumps in their routines and sequences
- Know how to link moves together and show control and body tension when performing

- 3 To perform a variety of different rolls in a variety of different directions**

**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
- Perform a spin (½, full)

- 4 To start putting together moves into a short sequence linking them together with travelling moves**

**Children can:**

- Link gymnastics skills effectively
- Create and perform gymnastic routines (8+ elements)
- Perform a range of partner balances
- Perform a range of rolls (Log, egg, shoulder, teddy bear, forwards/backwards)
- Travel in different ways (Stepping – straight and bent leg. Leaping – scissor, cat, 2 to 1, stag)

- 5 To create a short sequence linking them together with travelling moves**

**Children can:**

- Understand what moves link with another so they are smooth and continuous
- Link together a jump, safe landing, and rolling action showing different combinations of shapes
- Link together moves with a partner and show unison and canon
- Be capable of performing advanced gymnastics skills (E.g. cartwheel, round off, walk overs, etc.)

- 6 To perform their planned sequence, and be able to self-evaluate and evaluate others**

**Children can:**

- Perform and sequence of moves under control
- Evaluate using the correct vocabulary
- Know how to link moves together and be showing control and body tension when performing

### Assessment Mark

### Requirements

#### Working Towards

- Understand basic ways to travel (Stepping – straight and bent leg. Leaping – scissor, cat, 2 to 1, stag)
- Retain key information
- Use fundamental shapes

#### On Target

- Can perform a range of individual balances (Dish, arch, shoulder, stork, needle, arabesque, headstand)
- Can perform a range of partner balances
- Children can perform a simple sequence with a partner.
- Can perform a range of rolls (Log, egg, shoulder, teddy bear, forwards/backwards)
- Can perform a turn ( $\frac{1}{2}$ , full)

#### Above Target

- Can link gymnastics skills effectively
- Can understand, identify and use the terms synchronisation, canon, unison, point and patch
- Children can create and perform a fluent sequence which combines eight elements (Balances with travelling movements, jumps or rolls)
- Can perform advanced gymnastics skills (E.g. cartwheel, round off, walk overs, etc.)
- Children can use appropriate vocabulary to describe what they and others are doing

#### Excelling

- Shows distinct leadership/creative qualities
- Competes at elite level
- Can analyse skills and techniques to modify and improve performance

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**.