

COMPLETE EDSTART

Year 6 - Gymnastics Unit of Work

Pupils will be taught...

Overall Learning Outcomes (Endpoints)

Children can:

- **Be able to perform a wide range of balances, rolls, jumps, and transitions with control, fluency, and tension.**
- **Apply safe practice when working on the floor, with a partner, and on apparatus.**
- **Combine individual skills into sequences that demonstrate variety, flow, and creativity.**
- **Work collaboratively to plan, refine, and perform routines with confidence.**
- **Use feedback and self-reflection to evaluate their performances and suggest improvements.**
- **Demonstrate resilience, focus, and responsibility when performing to an audience.**

Year 6 - Gymnastics

Unit of Work

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Learning Objective

Learning Outcomes

1 To be able to perform individual and paired balances with control and tension.

Children can:

- Perform a range of balances with stillness and control, showing strong body positions.
- Use core tension to stay balanced and steady during each movement.
- Create a short balance sequence with a partner, working together smoothly and confidently.

2 To be able to perform a variety of rolls and link them into sequences.

Children can:

- Perform different rolls safely, using controlled movements and good body awareness.
- Link rolls with smooth transitions to make their sequence flow well.
- Show control when finishing each roll by holding a strong, steady position.

3 To be able to perform different jumps with control in take-off and landing.

Children can:

- Perform a range of jump shapes using strong, confident body positions.
- Land safely with bent knees to stay balanced and in control.
- Link jumps into a short sequence that flows smoothly and confidently.

4 To be able to perform balances, rolls, and jumps safely on apparatus.

Children can:

- Use apparatus safely by moving carefully and following simple instructions.
- Perform balances, rolls, and jumps on apparatus with confidence and control.
- Create a short apparatus sequence that links movements smoothly and clearly.

5 To be able to choreograph a gymnastics sequence with variety and flow.

Children can:

- Create a routine with balances, rolls, jumps, and apparatus to show a variety of skills.
- Link skills smoothly with transitions to make their routine flow clearly and confidently.
- Perform their sequence confidently with their group, showing teamwork and control.

6 To be able to perform and evaluate a gymnastics routine

Children can:

- Perform my sequence confidently to an audience, showing clear and controlled movements.
- Reflect on my performance and identify improvements to help me get even better.
- Give and receive feedback positively by sharing ideas kindly and listening carefully.

Assessment Mark Requirements

Working Towards

- I can attempt basic balances, rolls, and jumps, but sometimes lose control.
- I need reminders to use safe practice when working on apparatus or with a partner.
- I find it hard to link skills smoothly into a sequence.
- I sometimes forget to listen to or act on feedback from others.

On Target

- I can perform a range of balances, rolls, and jumps with reasonable control and tension.
- I use safe practice when working on the floor, apparatus, and with a partner.
- I can link skills together into a short sequence that shows variety and flow.
- I can reflect on my own performance and accept feedback positively.

Above Target

- I can perform balances, rolls, and jumps with good control, fluency, and variety.
- I show confidence and creativity when using apparatus and working with a partner.
- I can choreograph and perform longer sequences that include smooth transitions.
- I can give constructive feedback to others and use it to improve my own performance.

Excelling

- I can perform advanced balances, rolls, and jumps with excellent control, precision, and tension.
- I consistently demonstrate safe and responsible use of apparatus and teamwork with my group.
- I can choreograph and perform polished routines that show originality, rhythm, and expression.
- I can confidently evaluate performances, identifying strengths and areas for development, and support others to improve.

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**.