

Gymnastics

End Points

Year 1

- I can perform a sequence including high and low jumps, turns and travel on small apparatus.
- I can perform a floor sequence of at least 3 balances on different body parts.
- I can create a short sequence including 3 actions and the use of a ribbon.

Year 2

- I can perform a sequence with my partner which includes at least 4 elements e.g. balance, jump, turn, roll.
- I can perform a sequence on small apparatus which includes at least 3 rolls.
- I can incorporate the use of a hoop or ribbon into a sequence with at least 4 elements.

Year 3

- I can perform a sequence of at least 6 elements on large apparatus.
- I can work with a small group to plan and perform a sequence of at least 4 elements working at different levels.
- I can use a ribbon, hoop or ball to create a short sequence including a roll, jump and travel

Year 4

- I can perform a sequence of at least 8 elements on large apparatus, including taking my weight on hands.
- I can work with a partner to plan and perform a sequence which includes balance, roll, jump and travel
- I can choreograph a short floor sequence in a group using at least 2 pieces of equipment from a ball, ribbon or hoop.

Year 5

- I can work with a partner or small group to create a short sequence including the combination of asymmetrical shapes and balances and symmetrical rolls and jumps.
- I can create a sequence with a partner using a piece of equipment of choice (hoop, ball, ribbon) ensuring I include some matching and mirroring in the performance.
- I can create a sequence with a partner which includes the use of at least 2 levels incorporating floor movements and apparatus work.

Year 6

- I can create a sequence set to music of 8-10 elements including changes of direction and speed, flight and a contrast of shapes and balances.
- I can create a group performance with each member of the group using a different piece of equipment, including changes in formation, speed and elements.
- I can create a group sequence using the floor and apparatus so that each member of the group starts and finishes in a different place.

Skills and Knowledge

- Balancing (on small and large body parts, with a partner, as a group)
- Jumping (performing the five basic shapes in the air)
- Turn (quarter, half, full, at different levels)
- Travel (exploring different ways of moving across the mats/ apparatus, transitions between movements, the level of travel and the different pathways)
- Rolls (log roll, egg roll, teddy bear roll, forward roll, backwards roll)
- Taking weight on smaller body parts (handstand, headstand)
- Creating sequences (as an individual, in a pair, as a group)
- Apparatus (safely moving and handling equipment, mounting and dismounting)
- Rhythmic (use of hoop, ball, ribbon, scarf within a floor sequence)
- Floor (use of floor space, formation of sequence, linking and transition of movements)

Floor Apparatus Rhythmic

Have you thought about...?

- Changing the layout of your area?
- Placement of mats- using them as exit points.
- Safety procedures for setting up equipment and through the duration of lesson (using photos to show good practice)
- Reducing queues of children waiting- set up and rules of equipment
- Props – using the balls, ribbons, hoops

Differentiation

- Choice of equipment-size of equipment used in rhythmic gymnastics.
- Group selection – mixed ability groups, same ability groups, roles assigned in groups
- Task delivered- different tasks delivered, pace of tasks delivered, challenge cards
- Level of questioning and answering – during activities and in plenary/ starter activities
- Task outcomes – the selection and choice of elements added to the sequences.
- Student/ Teacher choice- on elements in sequence, choice of apparatus.
- Space and layout of lesson