



Subject: PE Topic: Gymnastics Year Group: Year 4

What I should already know:

- To know what symmetrical and asymmetrical mean
- Demonstrate balances showing the above on different body parts
- Perform on different levels
- Link smoothly different moves
- Perform a simple matching sequence side by side
- Begin to evaluate each other's performances
- Compose and perform a short sequence showing changes in speed/level/direction

Vocabulary:

Receiving body weight, jump (turning, star, tuck, scissor), space, land (knees bent) cushioned, pathways, patches, body parts, travel, actions, link, swing, balance (extension and tension), fluidity of movements, body shape, control, cat leap, cartwheel, compact, twist, perform, consistent, sequence, level, direction, quality, contrast, clarity of movement, improve.

What I will know by the end of the unit:

- To perform actions, body shapes and balances with control
- Plan, perform and repeat sequences including changes in speed, level and direction
- Show clear shapes (clarity) and quality in movements (extension and tension)
- Recognise criteria that can help improve performance
- Suggest ways to improve performance

Activities I can take part in to achieve my objectives:

- Exploring individual ways of receiving body weight on different parts e.g. hands, feet, knees, shoulders, back, front etc.
- Practice linking movements – travel, roll, balance, jump etc.
- Explore and revise points and patches – removing points of contact, clear shapes etc.
- Compose independent sequences linking moves and using various directions/pathways to create interest
- Incorporate apparatus into sequences
- Work with a partner to adapt and compose sequences
- Evaluate others performances and help a partner/other pair to improve their sequences by considering changes in direction, speed and level