

Y3 Gymnastics Unit 3 End of Unit Assessment

| Expectations | Key Learning Objectives | Children outside expectations |
|---|---|--------------------------------------|
| <p>some children will not have made so much progress. They will be able to:</p> | <p>perform some gymnastic actions with control and accuracy; repeat short sequences of movement that include 'unlike' actions; show some contrast in shape and use of direction; work safely on the floor and apparatus; follow warm-up activities carefully and recognise which parts of the body are working hardest; describe what others have done, using gymnastic language; with help, comment on the quality of performance</p> | |
| <p>most children will be able to:</p> | <p>use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner's ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved</p> | |
| <p>some children will have progressed further. They will be able to:</p> | <p>work on longer sequences; show control, consistency and accuracy of movement; include changes in level, direction and speed in their sequences; adapt short sequences so that a partner or small group can perform them; recognise how strength and suppleness affect the quality of performance; suggest warm-up activities; identify similarities and differences between performances; suggest some ways a performance could be improved</p> | |

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Gymnastics Unit 3

Year 3

Prior Knowledge

Gymnastics unit 2

Pupils should have:

- made short sequences of 'unlike' actions, *eg jump-roll-balance*
- remembered and repeated sequences accurately
- linked actions on the floor with actions on the apparatus
- copied a partner's actions

Key knowledge I need to understand

In this unit children focus on improving the quality of their movement, *eg by stretching fingers and pointing toes*, to help them produce tension and extension. They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.

Pupils will:

- use a greater number of their own ideas for movements in response to a task;
- choose and plan sequences of contrasting actions;
- adapt sequences to suit different types of apparatus and their partner's ability;
- explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities;
- compare and contrast gymnastic sequences, commenting on similarities and differences;
- with help, recognise how performances could be improved

How I will show what I have learned

Pupils can:

MAKE A RANGE OF DIFFERENT SHAPES WHEN BALANCING.

BALANCE ON PADS AND POINTS.

CREATE MY OWN STRETCHING ROUTINE TO PREPARE FOR GYMNASTICS.

PERFORM A RANGE OF ROLLS WITH A GOOD LEVEL OF ACCURACY E.G. FORWARDS, BACKWARDS.

COMBINE SHAPES AND BALANCES IN A PERFORMANCE.

USE ALL PARTS OF MY BODY WHEN TRAVELLING IN DIFFERENT WAYS.

What's next?

This unit lays the foundations for future gymnastic units, in which children will refine and combine their abilities and actions to answer set movement tasks. They will work with a partner on the floor and using apparatus. They will choose and adapt actions from their individual sequences to create sequences together. They will learn that strength and suppleness affect the performance of gymnastic actions, and will know whether or not the layout of apparatus is safe.

In all physical education units, children will make simple assessments of their performance based on clear criteria that their teacher gives them.

What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

inverted,

contrasting,

flow,

combinations,

half-turn,

sustained,

explosive



Key resources: Scheme of Work

Y3 Gymnastics unit 3

Additional related experiences: