

## Y4 Gymnastics Unit 4      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 a range of basic actions and use them to put together a short sequence; remember and repeat short sequences with some changes in level, direction or speed; say why it is important to warm up; carry out warm-up exercises carefully; with help, describe similarities and differences in others' performances</p> <p>perform a range of basic actions and use them to put together a short sequence; remember and repeat short sequences with some changes in level, direction or speed; say why it is important to warm up; carry out warm-up exercises carefully; with help, describe similarities and differences in others' performances</p>	
<p>most children will be able to:</p>	<p>perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved; lead a partner through short warm-up routines; recognise criteria that lead to improvement, <i>eg changing a level</i>; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance</p>	
<p>some children will have progressed further. They will be able to:</p>	<p>perform longer, more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions; choose, practise and refine sequences on their own; say when movements are performed well; demonstrate exercises that strengthen major muscle groups; say which joint or joints are affected by specific stretches; suggest a number of ways that a sequence could be improved, and choose one of these as a focus for improvement; take the lead when working in a small group; adapt actions to include group members</p>	

Class:

Date:

Signed:

# Seamer and Irton CP School – Knowledge Organiser

## PE Topic: Gymnastics Unit 4

## Year 4

### Prior Knowledge – Gymnastics unit 3

#### **Pupils should have:**

- made a sequence of contrasting actions, *eg two jumps and two balances*
- improved their work by demonstrating extension and body tension, controlled landings, and clear changes of speed and flow in sequence work
- adapted their work to the needs of a partner

### Key knowledge I need to understand

In this unit children create sequences that include changes of level and speed, and focus on using different body shapes clearly. They work mostly with a partner or in a small group.

#### **Pupils will:**

- perform actions, balances, body shapes and agilities with control;
- plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement;
- adapt their own movements to include a partner in a sequence;
- understand that strength and suppleness can be improved;
- lead a partner through short warm-up routines;
- recognise criteria that lead to improvement, *eg changing a level*;
- watch, describe and suggest possible improvements to others' performances;
- suggest improvements to their own performance

### 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 gymnastics in year 5, when children will make up longer, more complex sequences and will concentrate on preparing for display. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. They will match, mirror and canon actions with a partner or small group, using the floor and more challenging apparatus.

In all physical education units, children will develop their understanding of how muscles work, paying particular attention to how gymnastics develops strength and suppleness. They will use their knowledge and understanding of what makes a good performance to suggest how work could be improved.

### What vocabulary I need to know

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

rotation, 90°, 180°, 270°,

spinning,

axis,

strength,

suppleness,

stamina,

combine,

approaching,

leaving,

height,

inversion,

against, towards, away, across

### **Key resources: Scheme of Work**

#### **Y4 Gymnastics unit 4**

#### **Additional related experiences:**

