

## Y6 Gymnastics Unit 6      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>make up, practise and refine sequences with a partner when preparing for performance; choose actions, shapes and balances from memory; use their knowledge of composition to make up a sequence, including changes of direction or level; practise and refine actions, shapes and balances on their own; refine sequences, with guidance; talk confidently about why it is important to warm up; prepare for exercise on their own; make simple judgements about their own and others' work</p>	
<p>most children will be able to:</p>	<p>make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles; combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience; understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing; show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>	
<p>some children will have progressed further. They will be able to:</p>	<p>make up their own sequences; arrange their own apparatus safely to suit the needs of a task; organise small groups independently; include a wide range of actions, shapes and balances in their performance, some of which are original; lead class warm-up activities; explain, using appropriate language, how activity improves health, fitness and wellbeing; use their own criteria to judge performance; suggest different ideas that will lead to individuals improving their performance in small group sequences</p>	

Class:

Date:

Signed:

# Seamer and Irton CP School – Knowledge Organiser

## PE Topic: Gymnastics Unit 6

## Year 6

### Prior Knowledge- Gymnastics unit 5

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

- performed a sequence of contrasting actions for an audience
- experienced matching and mirroring with a partner
- learned that ways of linking actions are as important as the actions themselves
- set out apparatus safely and efficiently

### Key knowledge I need to understand

In this unit children use their knowledge of compositional principles, *eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus*, to develop sequences that show an awareness of their audience.

#### **Pupils will:**

- make up longer, more complex sequences, including changes of direction, level and speed;
- develop their own solutions to a task by choosing and applying a range of compositional principles;
- combine and perform gymnastic actions, shapes and balances;
- show clarity, fluency, accuracy and consistency in their movements;
- in small groups, prepare a sequence to be performed to an audience;
- understand the importance of warming up and cooling down;
- say, in simple terms, why activity is good for their health, fitness and wellbeing;
- show an awareness of factors influencing the quality of a performance and suggest aspects that need improving

In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

### How I will show what I have learned

#### **Pupils can:**

PERFORM ACTIONS IN AND OUT OF ROLLS.

CREATE SEQUENCES THAT HAVE CHANGES OF SPEED AND LEVEL.

SELECT THE MOST APPROPRIATE WAYS TO TRAVEL FROM ONE BALANCE TO ANOTHER.

LEAD OTHERS IN A STRETCHING ROUTINE TO PREPARE FOR GYMNASTICS.

PERFORM A RANGE OF BALANCES WITH A HIGH LEVEL OF CONTROL AND ACCURACY.

HOLD DIFFERENT POSITIONS WHEN BALANCING AND USE DIFFERENT SHAPES TO EXPRESS A GIVEN THEME/MOOD.

### What's next?

This unit lays the foundations for future gymnastic units, in which children will plan and perform a sequence with a partner. They will perform to music, drawing on work already done in dance. They will choose their own apparatus and design a simple layout. They will work in a group of four, concentrating on timing and relationships. They will learn and develop abilities for which they may need physical support at first. They will watch others perform, evaluate how well sequences have been put together, and suggest ways of improving a performance. The year 6 dance activities also focus on using principles of composition, developing an awareness of audience, and working in groups towards a complex task.

### What vocabulary I need to know

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

counterbalance,

counter-tension,

tension, obstacle,

straddle over,

aesthetic,

judgement



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

#### **Y6 Gymnastics unit 6**

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