

### National Statutory Requirements

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Series of Lessons

- Explore ways to change movements. Direction, temp, level. Practise in a variety of ways and can include use of hand or large apparatus if wanted. Change the actions of balancing, skipping, travelling, rolling and basic shapes. **Could be taught over multiple lessons**
- Compose short sequences to demonstrate these skills. Can be individual or small groups (3 is usually best). Refine and perform sequences to class.
- Understand and explore the notion of rotation. Look at different ways the body can rotate around its axes. Vertical, Horizontal, Lateral. Use resources for gymnastic-specific skills.
- Apply these rotation techniques to large apparatus.
- Compose and perform short sequences combining all skills taught over the unit.
- Hold class competitions to select the top one or two groups from each class. These groups then perform against each other and winner(s) selected by SLT or impartial judges.
- There should be an overall winning group from the whole cohort.

PE



Creative (Gymnastics)

Year 6

### Curriculum Progression

Children will be taught:

- Recap all balances, shapes, mirror/match/cannon and change mechanisms
- Rotation (around different body parts)

The above skills will be developed through the use of partner work and application to both large apparatus and hand apparatus (e.g. ribbons, balls and hoops). The children will then combine these skills by creating and performing a short sequence. All children will be given the opportunity to perform both individually and as part of a group. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.

Children will be given an element of inter-school competition across all Year 6 classes.

### Unit Outcome

Create and perform a sequence of skills including shapes, travel, balance. Ensure a range of tempo, level and direction is used.

### Vocabulary

Sustained  
Change mechanisms (tempo, level, direction, shape, pathway)  
Mirroring      match  
Canon          travel  
Balance        Inversion

### Resources

-Picture cards with teaching points (shapes)  
-Flipchart  
-Mats  
-Large apparatus (platforms, benches, wall bars etc.)  
- Hand apparatus (if applicable)