

Skill progression from LTP

Gymnastics – Year 4	Head	Decide on ways to improve a piece of work using compositional elements and implement changes
		Apply a broader range of more challenging skills executed with precision
	Hand	Perform actions such as balance, body shapes and flight with control
		Develop an increased range of body actions and shapes to use in longer, more complex sequences
Heart	Identify 'core muscles' and use them to improve quality of shapes and actions	
	Show smooth transitions and flow in sequences	
	Adapt actions and sequences to work with partners and small groups	
		At key points, compare their performances to previous ones

Knowledge Organiser for Unit Overview

Knowledge Organiser: Year 4 Gymnastics Unit 1

Prior Learning:
Identified similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work.

Unit Focus:
Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

Head: Decide on ways to improve a piece of work using compositional elements and implement changes.

Hand: Demonstrate some control when taking weight on hands.

Heart: Adapt actions and sequences to work with partners and small groups.

Key Vocabulary/Skills	
Changes in speed.	Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.
Step.	
Continual progressions.	
Compositional ideas.	
Refining Sequences.	

Key Questions:

- How many compositional elements can you identify?
- Did you use different pathways in your sequence?
- What safety aspects do you need to consider when performing a cartwheel?

Concepts:
Basic gymnastics shapes are tuck, straddle, pike, star, dish, arch, L-sit, back support, front support, v-sit, bridge, straight, arabesque.

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Lesson 1

1. Compose and perform a sequence of 6 elements
2. Use compositional ideas including changes in speed & direction
3. Teach your sequence to a partner

Skill Development: Changes in speeds of actions, e.g. roll

Activity: AFL Task

Lesson 2

1. Work with a partner to create a sequence in unison
2. The sequence should be taught to and combined with another pair to make a four-person sequence

Skill Development: Use STEP model

Activity: Partner and group sequence—focus on the start and finish positions

Lesson 3

1. Compose a sequence of actions including some element of weight on hands
2. Demonstrate control & body tension when taking weight on hands

Skill Development: Cartwheel progressions

Activity: Cartwheel progression / sequence building

Lesson 4

1. Work in groups of 4 to compose a 6 element sequence
2. Each member of the group select and plan a compositional component to change the sequence, e.g. levels, matching, speed

Skill Development: Developing four compositional ideas

Activity: Sequence working with compositional ideas

Lesson 5

1. Each member of the group implement a compositional component to change the sequence, e.g. levels, matching, speed
2. Refine and perform as a group a 6 element sequence

Skill Development: Cooperation

Activity: Sequence refine and perform

Lesson 6

1. Perform existing sequence to be judged
2. Act as judges to evaluate a group sequence
3. Compare and contrast group performances

Skill Development: Judging system

Activity: Performance

Sample – for BJPS use only

Year 4 Gymnastics Unit 1 Lesson 4

<p>Learning Intentions</p> <ol style="list-style-type: none"> 1. Work in groups of 4 to compose a 6 element sequence 2. Each member of the group select and plan a compositional component to change the sequence, e.g. levels, matching, speed <p>Skill Development: Developing four compositional ideas</p>	<p>Starter Activity</p> <p>Which way now?</p> <p>Children move around the area using a variety of travelling actions such as running, skipping, jumping and striding. The teacher will give commands for the children to follow, e.g. HIGH LOW FAST SLOW RIGHT LEFT FORWARDS BACKWARDS UP DOWN FREEZE, the children should adapt their movements according to the compositional command, e.g. LOW if they are running can the squat down and still move quickly. These commands will make children aware of the compositional ideas of changing speed, changing direction and using different levels.</p>	<p>Teaching Points</p> <p>Building a sequence</p> <ol style="list-style-type: none"> 1. Include a starting and finishing position 2. Include 6 elements 3. Include elements which take weight on hands 4. Include 4 compositional ideas
<p>Success Criteria</p> <ol style="list-style-type: none"> 1. I can include four different compositional ideas in my sequence 2. I chose and included one compositional idea in our group sequence 3. I taught my sequence to others to make a piece of group work 	<p>Skill Development</p> <p>Developing four compositional ideas</p> <p>Working as an individual but pairs may work together on a mat, look at cards showing a variety of compositional ideas. Pupils should choose one and explore ways of using it in their work.</p> <p>Example: Change of direction – how can I show the use of forwards, backwards, sideways directions in my work? E.g. roll forwards, roll backwards, roll sideways OR skip forwards, roll backwards, jump sideways etc.</p> <ol style="list-style-type: none"> 1. Allow pupils time to work through compositional ideas in a variety of ways. Encourage them to change actions to rolls, jumps, hops, skip, slide, crawl etc 2. Choose a second compositional idea from the cards and explore ways of using it in your work such as height, e.g. Balance close to the floor, balance on knees or one knee, balance on one foot up high, balance on a piece of apparatus 	<p>Key Questions</p> <ol style="list-style-type: none"> 1. Describe what is meant by a compositional idea 2. Name two compositional ideas that you haven't used 3. How does the use of compositional ideas improve a sequence? 4. If you were to work on this sequence next lesson what would you look to improve?
<p>National Curriculum Links</p> <p>To work collaboratively with others to include compositional ideas</p>	<p>Compositional Ideas</p> <p style="text-align: center;">CHANGE OF DIRECTION CHANGE OF SPEED UNISON MATCHING CHANGE OF LEVELS</p>	
<p>Literacy and Numeracy Links</p> <p>Literacy: To describe how they used 'compositional idea.'</p> <p>Numeracy: To use and identify changes in speed, levels and direction</p>	<p>Activity</p> <p>To create and perform a group sequence</p> <p>In a group of four build a 6 element sequence, each member to be responsible for planning how to use one compositional idea in the sequence.</p> <ul style="list-style-type: none"> • Each member to take a turn to teach their idea to the others. • Once all four compositional ideas have been added to the sequence rehearse and perform sequence to others 	