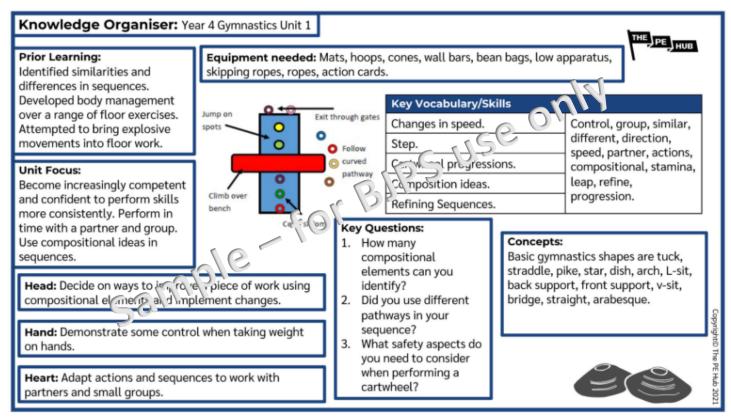
Skill progression from LTP

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		
ann		Identify 'core muscles' and use them to improve quality of shapes and actions		
Gyr		Show smooth transitions and flow in sequences		
	Heart	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



Lesson 1

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

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

Lesson 3

- Compose a sequence of actions including some element of weight in the second sec

Skill Development: Cartwheel progressions Activity: Cartwheel progression / sequepce b ding

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 (

- 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
- Compare and contrast group performances

Skill Development: Judging system Activity: Performance



Year 4 Gymnastics Unit 1 Lesson 4

Learning Intentions		Starter Activity		Teaching Points
 Work in groups of 4 to compose a 6 element sequence 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 Success Criteria I can include four different compositional ideas in my sequence I chose and included one compositional idea in our group sequence I taught my sequence to others to make a piece of group work National Curriculum Links To work collaboratively with others to include compositional ideas Literacy and Numeracy Links Literacy: To describe how they 		Which way now? Children move around the a skipping, jumping and stridi follow, e.g. HIGH LOW FAST FREEZE, the children shoul command, e.g. LOW if they These commands will make speed, changing direction a	Building a sequence 1. Include a starting and finishing position 2. Include 6 elements 3. Include elements which take weight on hands 4. Include 4 compositional ideas Key Questions 1. Describe what is meant by a	
		 Developing four compositional ideas 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 us 19 it in their work. Example: Change of direction – how can I show the use of forwards, but sideways of us 19 sideways directions in my work? E.g. roll forwards, researched as in a variety of ways. Encourage them to change actions of 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 a piece of apparatus 2. CHANGE OF DIRECTION CHANGE OF DIRECTION CHANGE OF SPEED 	 2. pmpositional idea 2. ame two compositional ideas that you haven't used 3. How does the use of compositional ideas improve a 	
used 'compositional idea.' Numeracy: To use and ident changes in speed, levels and direction	ify	planning how to use one coEach member to take a tu	element sequence, each member to be responsible for ompositional idea in the sequence. Irrn to teach their idea to the others. Iral ideas have been added to the sequence rehearse and	