

## YEAR 3

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Gymnastics	<p>The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Particularly: <b>Gross Motor Skills ELG</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Travel</b> in different ways</p> <p><b>Stretch</b> in different ways</p> <p>Begin to <b>balance</b> with control</p> <p>Move around, under, over and through different objects and equipment</p> <p>Create a short <b>sequence</b> of movements</p>	<p>Move with increasing <b>control and care</b></p> <p>Climb onto and jump off equipment safely</p> <p>Hold a shape still whilst balancing on different points of the body</p> <p>Link <b>actions</b> to make a sequence</p> <p>Copy, explore and remember actions to make their own <b>sequence</b></p>	<p>Link combinations of actions with increasing confidence, including changes of <b>speed, direction and level</b></p> <p>Move with <b>co-ordination</b> control and care</p> <p>Begin to show <b>flexibility</b> in movement</p> <p><b>Compose</b> movement sequences independently and with others</p>	<p>Create a <b>sequence</b> of actions to fit a theme</p> <p>Move with <b>clarity, fluency and expression</b></p> <p>Show changes of direction, speed and level during a performance</p> <p>Carry out balances, recognising the position of their centre <b>gravity</b> and how this affects the balance</p>	<p>Select ideas to <b>compose</b> specific sequences of movements, shapes and balance</p> <p>Apply skills and techniques consistently</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be</p>	<p>Create their own complex sequences</p> <p>Demonstrate <b>precise</b> and controlled placement of the body parts in their actions shapes and balances</p> <p>Apply skills and techniques consistently</p>

### COMPOSITES

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

Develop flexibility, strength, technique, control and balance

### COMPONENTS

	1	2	3	4	5	6	End Point
	Can I create a symmetrical balance?	Can I create a asymmetrical balance?	Can I create a symmetrical balance on apparatus?	Can I move out of my symmetrical balance, away from the apparatus?	Can I complete a sequence of movements?	Can I perform a sequence of movements?	Pupils will start with symmetrical balances on apparatus moving out of them, and

							travelling to a new piece of apparatus, creating their asymmetrical balances to end the sequence
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	COMPETENCE	COMPETENCE	COMPETENCE	COMPETENCE	CREATIVITY	PERFORMANCE	
<b>SKILLS</b>	Move with <b>co-ordination</b> control and care	Move with <b>co-ordination</b> control and care	Begin to show <b>flexibility</b> in movement	Link combinations of actions with increasing confidence, including changes of <b>speed, direction and level</b>	<b>Compose</b> movement sequences independently and with others	<b>Compose</b> movement sequences independently and with others	Link combinations of actions with increasing confidence, including changes of <b>speed, direction and level</b> by moving with <b>co-ordination</b> control and care to compose movement sequences independently and with other.
<b>KNOWLEDGE</b> <a href="#">PE Subject Organiser - Year 3 - Gymnastics - symmetry and asymmetry</a>	Pupils will execute 'excellent' balances and movements in symmetrical ways.	Pupils will apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way	Pupils will execute 'excellent' balances and movements in symmetrical ways on the apparatus and share the space with others.	Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.	Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.	Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.	Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.
<b>LESSON LINK</b>	Complete PE- Year 3 – Gymnastics – Symmetry and Asymmetry	Complete PE- Year 3 – Gymnastics – Symmetry and Asymmetry	Complete PE- Year 3 – Gymnastics – Symmetry and Asymmetry	Complete PE- Year 3 – Gymnastics – Symmetry and Asymmetry	Complete PE- Year 3 – Gymnastics – Symmetry and Asymmetry	Complete PE- Year 3 – Gymnastics – Symmetry and Asymmetry	
<b>PROGRESSIVE VOCABULARY</b>	excellent gymnasts movements balance symmetrical	excellent gymnasts movements balance asymmetrical	excellent gymnasts movements balance symmetrical apparatus space	excellent gymnasts movements balance symmetrical apparatus space movement link flow	excellent gymnasts movements balance symmetrical apparatus space movement link flow	excellent gymnasts movements balance symmetrical apparatus space movement link sequence perform	Articulate, demonstrate and recognise subject specific vocabulary

					sequence		
<b>CURRICULUM EXPERIENCES</b>						Perform to phase leader	
<b>END POINT</b>	Pupils will explore movements and balances in a symmetrical way	Pupils will explore movements and balances in an asymmetrical way	Pupils will re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence	Pupils will start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.	Pupils will start with symmetrical balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.	One pair at a time will perform and their partner pair will complete an assessment and give feedback.	

