

Lancashire Gymnastic Activities Progression Key Stage 2

During Key Stage 2 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. Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastic type activities. The core tasks for each year group are designed to match the physical, mental and emotional maturity of the majority of pupils in an age group and provide a link with expectations in terms of skills, applying the skills and evaluating their own and others performances.

Year 3	Year 4	Year 5	Year 6
<p>In this unit children focus on improving the quality of their movement, <i>eg by stretching fingers and pointing toes</i>, to help them produce extension. They plan and perform sequences actions, and develop flow by linking actions smoothly.</p>	<p>This unit of work will support children to develop the skills with control and precision and combine these skills to create a sequence for a competition at Level 1. The unit then will support children working in pairs to plan and perform sequences.</p>	<p>In this unit children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.</p>	<p>In this unit children use their knowledge of compositional principles, <i>eg how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus</i>, to develop sequences that show an awareness of their audience.</p>
<p>The 'Balancing act' core task involves children creating a gymnastic sequence with six actions on floor, mats and apparatus.</p> <p>The children develop a sequence on the floor and mats, before transferring it to apparatus. The sequence should focus on small body part balances linked through travelling, rolling and jumping, and must show different levels and a change in direction.</p>	<p>Core Task 1 Create a sequence of six skills which must include one roll, one jump and one balance. Teach your sequence to your partner and then perform the two sequences so that you both start and finish at the same time.</p> <p>Core Task 2 The 'Partner work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner. Working in pairs, the children choose six different actions and devise a sequence on one of the following themes: leading and following, meeting and parting, side by side. They show an understanding of matching, and use changes of level and direction.</p>	<p>The 'Acrobatic gymnastics' core task involves children creating and performing a pair sequence on floor, mats and apparatus that includes three basic acrobatic balances (a part-weight bearing balance, counter-tension and a counter-balance) and up to six other actions.</p> <p>After an initial attempt at the core task, the children develop their sequence on floor and mats before adapting it to apparatus. They need to work with someone of an equal weight and height</p>	<p>The 'Group dynamics' core task involves children working in groups of four to six to create and perform a sequence that shows their knowledge of gymnastic actions and compositional principles.</p> <p>The children develop their sequence on floor and mats before adapting it to incorporate apparatus. Their sequence includes eight varied actions, pair balances and a simple group balance, reflecting the different ways a group can work together.</p>