

SHOWING PROGRESSION THROUGH THE PHASES IN PE AT BB - GYMNASTICS

Activity: Gymnastics Year Groups: KS1 Stretching and Curling

Lesson Objective	Learning outcomes – where am I in my learning?
Session 1 Can I travel and stop in a variety of ways showing movements and shapes that are 'stretched' and 'curled'? Can I recognise the difference between them and perform them with control?	Gold I can travel and stop neatly and with good control showing both stretched and curled gymnastic movements and shapes. I can identify which movements are stretched and which are curled. Silver I can travel and stop with some control in 4 different ways and can identify which movements and shapes are stretched and which are curled. Bronze I can travel and stop in 3 different ways and can identify which movements and shapes are stretched and which are curled.
Session 2 Can I jump safely and with control from the floor and apparatus showing both stretched and curled shapes? Can I name the shapes and include them in a sequence?	Gold I can include different jumps in a sequence. I can name 4 jumps. Silver I can jump safely from the apparatus with neatness and control showing both stretched and curled shapes. I can name 3 jumps. Bronze I can jump from the floor and apparatus showing both stretched and curled shapes. I can name 2 jumps.
Session 3 Can I balance on different parts of my body with good body tension showing a variety of stretched and curled shapes? Can I recognise good shapes and suggest improvements for others?	Gold I can balance with good body tension in both stretched and curled ways. I can recognise good shapes and suggest improvements for others. Silver I can balance with some good body tension, sometimes stretched and sometimes curled. I can recognise some good shapes and suggest improvements for others. Bronze I can balance on different parts of my body sometimes stretched, sometimes curled. I can recognise some good shapes.
Session 4 Can I roll with control sometimes stretched and sometimes curled? Can I link a jump, roll and balance neatly?	Gold I can roll with control in four different ways and link together neatly a jump, roll and balance. Silver I can roll with some control in 3 different ways and link together a jump, roll and balance with some neatness. Bronze I can roll in 3 different ways, showing stretched and curled shapes and link together a jump, roll and balance.
Session 5 Can I create a sequence as detailed in the pupil challenge?	Gold I can remember my movements to show others. I can describe the differences between my own movements and those of others and suggest improvements. Silver I can link my actions neatly. I can keep my start and finish positions still and can describe my actions. Bronze I can create a gymnastic sequence using the floor and apparatus of 4 different actions in which I am sometimes showing stretched and sometimes curled actions. I can include a start and finish position.
Session 6 Can I evaluate my sequence from last week for improvement to the next level and practise for performance?	Gold I have achieved the Gold Challenge Silver I have achieved the Silver Challenge Bronze I have achieved the Bronze Challenge

Activity: Gymnastics Year Groups: Y3/4 Unit: Symmetry/Asymmetry

Lesson Objective	Learning outcomes – where am I in my learning?
Session 1 Can I create symmetrical shapes and balances? Can I link symmetrical travelling movements and balances together with control and good body tension?	Gold I can create 5 symmetrical shapes and link these to symmetrical travelling movements with good control and body tension. Silver I can create 4 symmetrical shapes and link these to symmetrical travelling movements with some control and body tension. Bronze I can create 3 symmetrical shapes and link these to symmetrical travelling movements.
Session 2 Can I perform and name 4 different symmetrical jumps and rolls. Can I link a jump, roll and balance in which all elements are symmetrical, with good body tension.	Gold I can name 4 symmetrical jumps and rolls and can perform a sequence with good body tension. Silver I can name 3 symmetrical jumps and rolls. I can perform a sequence with some body tension. Bronze I can name 2 symmetrical jumps and rolls. I can perform a sequence to include a symmetrical jump, roll and balance.
Session 3 Can I create asymmetrical shapes, travelling movements and balances and link them together with good body tension? Can I evaluate my work and those of others and suggest improvements?	Gold I can link asymmetrical elements and can evaluate my own performance and those of others. Silver I can link asymmetrical elements with some quality and evaluate the performance of others. Bronze I can link asymmetrical shapes, travelling movements and balances and am able to recognise good performances of others.
Session 4 Can I explore asymmetrical jumps and rolls? Can I move from symmetrical into asymmetrical shapes with good body tension?	Gold I can explore asymmetrical jumps and rolls and move from symmetrical into asymmetrical shapes with good body tension. Silver I can explore asymmetrical jumps and rolls and move from symmetrical into asymmetrical shapes with some body tension. Bronze I can explore asymmetrical jumps and rolls and move from symmetrical into asymmetrical shapes.
Session 5 Can I create a sequence as detailed in the pupil challenge?	Gold I can always show good body tension in my sequence I can teach my sequence to someone and perform it together Silver I can show different levels in my sequence and perform with some body tension. Bronze I can create a sequence of 6 - 8 elements using the floor and apparatus. I can name and include both symmetrical and asymmetrical elements and a start and finish position.
Session 6 Can I evaluate my sequence from last week for improvement to the next level and practise for performance?	Gold I have achieved the Gold Challenge Silver I have achieved the Silver Challenge Bronze I have achieved the Bronze Challenge.

Activity: Gymnastics Year Groups: 5/6 Unit: Partner Sequences with meeting and parting.

Lesson Objective	Learning outcomes – where am I in my learning?
Session 1 Can I work with a partner to show a variety of balances on the floor and apparatus with good body tension? Can I include matching, mirroring and contrasting balances?	Gold I can describe and demonstrate 5 balances with a partner to include matching, mirroring and contrasting balances on the floor and apparatus with good body tension. Silver I can show 4 balances with a partner to include matching, mirroring and contrasting balances on the floor and apparatus with some body tension. Bronze I can work with a partner to show 3 different balances on the floor and apparatus.
Session 2 Can I work with a partner to develop part and full body weight partner balances? Can I link 2 balances together in a short sequence with my partner?	Gold I can develop and perform 4 part and full body weight partner balances and link 2 together with body tension. Silver I can develop 3 part and full body weight partner balances and link 2 together. Bronze I can develop 2 part body weight partner balances. I can link them together.
Session 3 Can I work with a partner to practise jumping and rolling in unison and cannon with good body tension? Can I evaluate my performance and that of others for improvement?	Gold I can perform jumps and rolls with a partner in unison and cannon with good body tension. I can evaluate my performance and that of others for improvement. Silver I can practice jumping and rolling with a partner in unison and cannon, and improve my performance, through evaluation. Bronze I can practise jumping and rolling with a partner in unison and cannon and evaluate my performance.
Session 4 Can I work with a partner to practise meeting and parting using different gymnastic elements? Can I show contrasting actions and include different levels?	Gold I can work with a partner to practise meeting and parting using many different gymnastic elements. I can show contrasting actions and include different levels. Silver I can work with a partner to practise meeting and parting using some different gymnastic elements. I can sometimes show contrasting actions and include different levels. Bronze I can work with a partner to practise meeting and parting using a few different gymnastic elements. I can sometimes show contrasting actions.
Session 5 Can I create a sequence as detailed in the pupil challenge?	Gold I can work well with my partner to create challenging elements in my sequence. Silver I can show changes of levels in my sequence. I can include 3 or more partner balances and travel in unison and cannon. Bronze I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.
Session 6 Can I evaluate my sequence from last week for improvement to the next level and practise for performance?	Gold I have achieved the Gold Challenge Silver I have achieved the Silver Challenge Bronze I have achieved the Bronze Challenge