

PE – Gymnastics

Year Four



Gymnastics

Key Shapes

Balance / balances

Roll

Jump

Co-ordination

Routine

Transition

Travelling

Sequence

By the end of this unit you will be able to create gymnastic sequences that meet a theme or set of conditions, showing a clear beginning, middle and end.

Important information



This sequence of learning builds on the skills that you learnt in KS1.

By the end of the sequence of lessons you will be able to confidently use a range of balances and link these together in a routine. The routine may involve a single or repeated sequence of moves.

We call the change between balances a transition. This might be as

simple as standing or turning.

We must remain safe in gymnastics. We must always remember to work within our limits and listen carefully to instructions. You should never balance on your head – your neck is too weak to support your body weight.

On your gymnastics lesson day please make sure that you have taken out any earrings and left these at home. You should also remove watches.

The PE kit you need is a white t-shirt and black shorts only.

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By the end of this unit you will be able to create gymnastic sequences that meet a theme or set of conditions, showing a clear beginning, middle and end.

Lesson	Lesson Question	What you will learn	Learning Review
1	Devise and perform a gymnastic sequence, showing a clear beginning middle and end.	How to use a range of jumps and how to land safely.	
2	Apply and develop a broader range of balances and linked skills. Recognise what you can do well or find more difficult.	Know the names of the nine major gymnastic shapes. Straight, star, arch, pike, tuck, dish, straddle, back support and front support.	
3	Show control, accuracy and fluency of movement when performing individual balances and movements.	Develop methods of travelling.	
4	Create, preform and repeat sequences that include changes of dynamics (speed, level and direction.)	Review rolling. How can you roll, what are the techniques for safe rolling.	
5	Collaborate with others, show control, accuracy and fluency of movement when performing with a partner.	Perform balances with a partner to support you.	
6	Create, modify and practice a sequence with a clear beginning, middle and end. Perform to your peers.	What constitutes a good landing? Make sure that you land and finish a sequence with style and poise.	