

Gym																
Key Skills		Vocabulary	Learning to Lead	Peer / Self-Assessment	Spirit of the Games											
<table border="1"> <thead> <tr> <th>Skill</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>jump</td> <td>Push oneself off a surface and into the air by using the muscles in one's legs and feet.</td> </tr> <tr> <td>roll</td> <td>Move in a particular direction by turning over and over on an axis.</td> </tr> <tr> <td>move</td> <td>Go in a specified direction or manner; change position.</td> </tr> <tr> <td>turn</td> <td>Move in a circular direction wholly or partly round an axis or point.</td> </tr> <tr> <td>swing</td> <td>Move or cause to move back and forth or from side to side while suspended or on an axis.</td> </tr> </tbody> </table>	Skill	Description	jump	Push oneself off a surface and into the air by using the muscles in one's legs and feet.	roll	Move in a particular direction by turning over and over on an axis.	move	Go in a specified direction or manner; change position.	turn	Move in a circular direction wholly or partly round an axis or point.	swing	Move or cause to move back and forth or from side to side while suspended or on an axis.	Balance Dismount Travel Apparatus Floor Landing Twist	<ul style="list-style-type: none"> • Small groups • Warm-up • Warm-downs • Use iPads to record performance 	<ul style="list-style-type: none"> • Have a clear assessment criterion • Vary the work assessing • Allow time to respond • Model responses • Give examples of next steps • Vary how assessment is encouraged (verbal / videoed) 	<p>The values of the School Games</p> <ul style="list-style-type: none"> HONESTY: Be honest with others and with yourself RESPECT: Treating others politely and with understanding PASSION: Giving it 100% DETERMINATION: Keep going no matter what TEAMWORK: Treating everyone equally SELF-BELIEF: You've got to believe to achieve
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Year 3		Year 4	Year 5	Year 6	KS3											
Health and Fitness Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and warm down.		Health and Fitness Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and warming down.	Health and Fitness Know and understand the reasons for warming up and warming down. Explain some safety principles when preparing for and during exercise.	Health and Fitness Understand the importance of warming up and cooling down. Carry out warm-ups and warm-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways to become healthier.	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.											
Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels. Can perform 2 footed jump. Can use equipment safely. Balances with some control. Can link 2-3 simple movements.		Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways.	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment.	Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.											

		Beginning to develop good technique when travelling, balancing, using equipment etc	Combines equipment with movement to create sequences.	Links skills with control, technique, co-ordination and fluency.
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Assessment

Working Towards	Mastered	Greater Depth	Assessment Types – videos, observational, discussion

Notes for next unit

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