

Long Marston School



PE KSV Curriculum Map

Gymnastics

Class 2

	Year A		Year B	
Unit	Y1 Unit 1	Y2 Unit 1	Y1 Unit 2	Y2 Unit 2
Knowledge And Skills	<p>To perform 'like' actions in a sequence.</p> <p>To carry and set up apparatus safely.</p> <p>To perform shapes on large and small body parts.</p> <p>Two footed jumps, making shapes in the air.</p> <p>To travel on our feet, showing good body tension.</p> <p>How to show levels in our sequence.</p>	<p>To combine four elements into a floor sequence.</p> <p>To create power in a variety of different jumps.</p> <p>To take weight on our hands and move in different ways.</p> <p>To use our flexibility in a bridge and japana gymnastic shape.</p> <p>To perform the point balance arabesque.</p> <p>To perform a teddy roll.</p>	<p>To move on, off and over apparatus and use the 'Magic Chair' landing.</p> <p>To rock on different parts of our body and rock using shape.</p> <p>To perform specific point balances such as 'h' and 'y' balance.</p> <p>To perform actions at the same time as others (unison).</p> <p>To perform actions one person after another (canon).</p> <p>To turn and jump including quarter and half turns.</p>	<p>To use a relevè walk in a sequence.</p> <p>To perform a dish and arch shape moving smoothly from one to the other.</p> <p>To develop our strength in back support and crab.</p> <p>To frog jump and leapfrog.</p> <p>To hold an L-sit with a straight back.</p> <p>To bring rhythm and flow to our sequence.</p>
Key Vocabulary	<p>Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety, points, patches, mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.</p>	<p>Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque, mats, hoops, cones, wall bars, bean bags, low apparatus, ropes</p>	<p>Balance, body tension, tensed, rock, roll, link, quarter, half, turn, spin, twist, unison, canon, mats, hoops, cones, bean bags, low apparatus, floor spots.</p>	<p>Body tension, carry, control, extension, fast, hang, timing, travel, turn, transition, smooth relevè, core muscles, mats, hoops, cones, bean bags, low apparatus, music player, music.</p>

Class 3

	Year A		Year B
Unit	Y3 Unit 1	Y4 Unit 1	Y3 Unit 2
Knowledge And Skills	<p>To show full extension during a balance.</p> <p>To move in and out of contrasting shapes with fluency.</p> <p>To perform a sequence using different types of rolls.</p> <p>To perform powerful jumps from low apparatus.</p> <p>To perform in unison with a partner.</p> <p>To create a group performance using contrasting actions.</p>	<p>To perform a 6-element sequence that uses changes in speed and direction.</p> <p>To use the STEP principle to create and perform a partner sequence.</p> <p>To take weight on our hands, showing control.</p> <p>To develop a sequence using compositional ideas.</p> <p>To co-operate as a group to refine a short sequence.</p> <p>To compare and judge sequences.</p>	<p>To perform a japana.</p> <p>To use bounces and broad jumps in a sequence.</p> <p>To include bouncing and broad jump.</p> <p>To attempt a half lever.</p> <p>To transition from a japana to another shape with control.</p> <p>To balance cone on the back of the head and try to keep in place during the transition through the movements.</p> <p>To show strength, flexibility and control in our sequence.</p>
Key Vocabulary	<p>Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle</p>	<p>Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.</p>	<p>Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension</p>

Class 4

	Year A		Year B
Unit	Y4 Unit 2	Y5 Unit 1	Y5 Unit 2
Knowledge And Skills	<p>To perform a weighted bunny hop showing control and balance.</p> <p>To perform an arabesque balance and over-the-shoulder roll.</p> <p>To identify and engage core muscles for stability.</p> <p>To smoothly transition from a front support to a side support.</p> <p>To perform a shoulder stand with control.</p> <p>To combine all elements showing smooth transitions.</p>	<p>To know the key steps to perform a round off.</p> <p>To create and perform a partner sequence using symmetry.</p> <p>To create and perform a partner sequence using asymmetry.</p> <p>To perform a counter-balance with a partner.</p> <p>To perform smooth transitions between counterbalances using different levels.</p> <p>To evaluate each other's work and suggest improvements.</p>	<p>To use space creatively along an L-shapes pathway.</p> <p>To refine our round-off technique.</p> <p>To refine the over-the-shoulder roll and attempt an alternative action to finish.</p> <p>To smoothly link two cartwheels to perform a double cartwheel.</p> <p>To transition into a bridge with control.</p> <p>To develop a 6-element partner incorporating asymmetry.</p>
Key Vocabulary	Tension, travelling steps, muscles – abdominals, obliques, engage, core, stabilise	Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance	Speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature

Class 5

	Year A		Year B
Unit	Y5 Unit 2	Y6 Unit 1	Y6 Unit 2
Knowledge And Skills	<p>To use space creatively along an L-shapes pathway.</p> <p>To refine our round-off technique.</p> <p>To refine the over-the-shoulder roll and attempt an alternative action to finish.</p> <p>To smoothly link two cartwheels to perform a double cartwheel.</p> <p>To transition into a bridge with control.</p> <p>To develop a 6-element partner incorporating asymmetry.</p>	<p>To use controlled flight onto high apparatus.</p> <p>To know and use what a base and a flyer are in partner balances and learning to perform both roles.</p> <p>To perform more advanced partner balances and evaluate others' work.</p> <p>To incorporate equipment such as hoops and balls into a sequence.</p> <p>To incorporate musicality and timing into a group sequence.</p> <p>To combine our skills in partner balances and rhythmic gymnastics in a team performance.</p>	<p>To perform a 10-element sequence using both floor and apparatus.</p> <p>To perform with equipment and respond creatively to music.</p> <p>To create judging criteria and assess performances against it.</p> <p>To create and perform interesting patterns as part of a group.</p> <p>To select and apply the appropriate walk and presentation to start a sequence.</p> <p>To perform a 10-element sequence with a 1-minute time limit.</p>
Key Vocabulary	Speed, partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature	Flight, consistent, vault, vaulting, sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment	Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match