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| National Curriculum Statements of Attainment | Core Assessment Tasks: |
| Pupils should: <ul style="list-style-type: none"> learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement develop flexibility, strength, technique and control and balance enjoy communicating and collaborating with each other develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones | Level 2/3 – Partner Work, Unit 3 task 1 Level 3 – Unit 4 tasks 1 & 2 Level 3/4 – Acrobatic Gymnastics, Unit 5 tasks 1 & 2 Level 4/5 – Group Dynamics, Unit 6 tasks 1 & 2 |

| 7 - 11 yrs | Lower Key Stage 2 | Upper Key Stage 2 |
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| Sequencing | <p><i>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</i></p> <p><i>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain 4 elements and you must travel in an “L” shaped pathway.</i></p> | <p><i>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</i></p> <p><i>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</i></p> |
| Balance | <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes.</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p> | <p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from).</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p> |
| Travel | <p>Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench.</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus.</p> <p>Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> | <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner.</p> |
| Jump | When children demonstrate control of straight, star and tucked shapes, perform from a | Make symmetrical and asymmetrical shapes in the air. |

GYMNASTICS in LOWER KEY STAGE 2 and UPPER KEY STAGE 2 – Development of Skills linked to the Core Assessment Tasks

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| | <p>bench – stress keeping body upright, strong core, tension and extension in limbs. Explore leaping forward in stag jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing. Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus. Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p> | <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p> |
| <p>Roll</p> | <p>Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll. Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make ‘bunny ears’. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll backwards to finish in a stag shape on floor. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under.</p> | <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/ begin a backward roll from standing in a straight position, ending in a straddle position on feet. Explore symmetry and asymmetry throughout the rolling actions.</p> |