

### National Statutory Requirements

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Series of Lessons

- Introduce and learn 5 basic shapes
- Explore symmetrical and asymmetrical shapes
- Explore individual and partner balances
- Explore partner balances and discuss the importance of top and base support
- Skipping
- Continue developing skipping and introduce rolling techniques
- Combine skills to create sequences
- Perform and evaluate sequences

PE



Creative - Gymnastics

Year 3

### Unit Outcome

Create and perform individual and group sequences combining a range of skills taught across the unit, showing a clear start and finish.

### Curriculum Progression

Children will be taught:

- 5 basic shapes (tuck, straight, star, pike, straddle)
- Symmetrical and asymmetrical shapes
- Individual and partner balances
- Rolling techniques

The above skills will be developed through the use of partner work and application to large apparatus (e.g. wall bars). The children will then combine these skills by creating and performing a short sequence. All children will be given the opportunity to perform both individually and as part of a group. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.

### Vocabulary

Star  
Pike  
Tuck  
Straddle  
Straight

### Resources

-Picture cards with teaching points (shapes)  
-Flipchart