



YEAR 3

Gymnastics

Scheme of Work

Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

Key Skills

- Physical: Individual point and patch balances
- Physical: Straight roll
- Physical: Barrel roll
- Physical: Forward roll
- Physical: Straight jump
- Physical: Tuck jump
- Physical: Star jump
- Physical: Rhythmic gymnastics
- Social: Collaboration

- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving

Learning Objective

LESSON 1	To be able to create interesting point and patch balances.
LESSON 2	To be able to match a partner in a sequence.
LESSON 3	To develop stepping into shape jumps with control.
LESSON 4	To develop the straight, barrel, and forward roll.
LESSON 5	To be able to transition smoothly into and out of balances.
LESSON 6	To create a sequence with matching and contrasting actions and shapes.
LESSON 7	To explore gymnastics skills using hoops.
LESSON 8	To create a partner sequence incorporating equipment.

Assessment Criteria

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- I use a greater number of my own ideas for movements in response to a task.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can choose actions that flow well into one another.
- I can adapt sequences to suit different types of apparatus.
- With help, I can recognise how performances could be improved.
- I understand why it is important to warm up.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary - Extension, body tension, momentum, rotate
- Understand and follow instructions
- Structuring and providing feedback to others

MATHS

- Creating symmetrical shapes in their jumps
- Creating matching and contrasting shapes

Health and Safety

For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' and 'Rolls'.