



PE	Year 5/6
Focus: Gymnastics	
Age related PE vocabulary	
<p>Orienteering—a sport that involves navigating around a course using a map and compass to reach set control points</p>	<p>Tactical—arranging and moving forces in combat to reach an accomplished end</p>

<p>Key knowledge</p> <ul style="list-style-type: none"> Emphasise the importance of strong body tension when performing balances to help to keep pupils stable. symmetrical – both sides are exactly the same. Asymmetrical – when both sides are different. Safe distance from partners when practising a roll. Five key methods of travel are step, spin, slide, jump, roll. Work within your limits, to a point where you feel comfortable and maintain the quality of a stretch. Canon is when performers move one after the other. Synchronisation is when performers perform the same skills and actions at the same time. When in a front support squeeze your abdominal muscles to keep a strong straight shape with your shoulders over an inverted movement is an action where your hips go above your head. your hands.

PE Y5	Carlton Assessment Grid		
Gymnastics	Embedded	Progressing	Beginning
Success Criteria	Pupil Reflection		Teacher Assessment
I can perform symmetrical and asymmetrical balances showing increasing control and balance when moving from one to another	Before	After	
I can develop the straight, forward, straddle and backward roll using strength and flexibility to improve my roll.	Before	After	
I can explore different methods of travelling, linking actions in both canon and synchronisation using strength and flexibility to improve my actions.	Before	After	
I can perform complex progressions of inverted movements to a good standard	Before	After	
I can explore matching and mirroring using actions both on the floor and on apparatus showing increasing control and balance when moving from one to another	Before	After	
I can create a complex partner sequence using apparatus to a good standard.			

PE Y6	Carlton Assessment Grid		
Gymnastics	Embedded	Progressing	Beginning
Success Criteria	Pupil Reflection		Teacher Assessment
I can perform symmetrical and asymmetrical balances combining more challenging balances with control, technique and fluency	Before	After	
I can develop the straight, forward, straddle and backward roll using strength and confidence to transition from one to another	Before	After	
I can explore different methods of travelling, linking actions in both canon and synchronisation using strength and confidence to transition from one to another.	Before	After	
I can perform progressions of inverted movements with precision, control and fluency.	Before	After	
I can explore matching and mirroring using actions both on the floor and on apparatus combining more challenging balances with control, technique and fluency	Before	After	
I can plan a partner sequence using apparatus with precision, control and fluency.			