

GYMNASTICS KEY STAGE 3 - MINIMUM EXPECTED STANDARDS

1 FOCUS ON:- CANON AND SYNCHRONISATION IN SMALL GROUPS

Most pupils will be able to:-

- (a) In a group travel, jump and turn in different directions using canon rhythm.
- (b) Maintain the canon rhythm whilst all perform different movements on different levels.
- (c) Synchronise (start at the same time and finish at the same time) with each group member showing different movements, directions and levels.
- (d) Create and develop a sequence to show knowledge of canon and synchronisation, group awareness and unity and appropriate use of direction, levels and speeds.
- (e) adapt and transfer skills and principles onto suitable apparatus at every stage of learning. Utilise, adapt and develop canon and synchronisation into the choreography of all group sequences throughout Key Stage 3.

(N.B.) Specific skills should be taught, reinforced and developed at strategic and appropriate times and pupils should show an increased range in their movement vocabulary.

2 - FOCUS ON:- MATCHING, MIRRORING, CONTRASTING AND DEVELOPING GROUP RELATIONSHIPS

Most pupils will be able to:-

- (a) travel, balance, jump and turn to match or mirror each other in 2's, 3's or larger groups
- (b) identify and demonstrate contrasting shapes/movements and use them to travel over a partner(s).
- (c) understand the need for good body tension, extension and clarity of body shape to create high quality work.
- (d) know and use a range of partner/group relationships.
- (e) create a sequence on the floor to show matching/mirroring contrasting and use a range of partner/group relationships. Demonstrate planned changes in shape, speed and direction and use individual linking skills.
- (f) adapt and transfer sequences onto apparatus to exploit changes of levels and show planned variations in shape, speed and direction.

3 - FOCUS ON:- ASSISTED FLIGHT

Most pupils will be able to:-

- (a) know and identify the five basic jumps and show flight using body parts other than feet.
- (b) identify and show flight over a partner without making contact.
- (c) understand and demonstrate flight in two's exploiting both passive and active launches.
- (d) design and refine at least three different forms of flight in two's. Create a varied floor pattern and show appropriate planned variation in shape and level and be able to repeat the sequence accurately.
- (e) identify and demonstrate the basic grips and supports for lifting, lowering and launching in three's.
- (f) know and show how to transfer pair and group work safely and creatively onto apparatus at every stage of learning,

APPROXIMATELY 12 - 18 HOURS ACTIVITY TIME WILL ENABLE MOST PUPILS TO ACHIEVE THE DEVELOPMENT STAGE STANDARDS
IN GYMNASTICS

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4 - FOCUS ON:- TWISTING, TURNING AND SPINNING

Most pupils will be able to:-

- (a) identify and show twisted balances in two's or three's and travel over or under a partner/partners holding a twisted balance.
- (b) understand how to twist and change direction and find creative ways of moving into and from the twists.
- (c) understand and identify spinning and turning around three different axes and show ways of assisting a partner to turn.
- (d) use at least three assisted turning movements with two showing a twist and link them together showing a range of individual skills. The sequence should show a clear understanding of compositional Principles.
- (e) adapt skills and transfer them onto apparatus and analyse the strengths and weaknesses of the transfer in order to improve performance.

5 - FOCUS ON:- TAKING THE WEIGHT OF A PARTNER TO BALANCE

Most pupils will be able to:-

- (a) identify and confidently show balances with or against a partner(s) with different body parts in contact.
- (b) design a sequence showing at least four of these balances and link them with appropriate entrances and exits and demonstrate variations of shape, speeds, levels and directions.
- (c) safely take the entire weight of a partner to hold a balance with the supporter taking up base position of kneeling, hands and knees, lying down, standing or sitting, or on the floor.
- (d) select three different balances and design a sequence to show moving away from your partner after the balance and meeting again for the next balance. show contrasts in speeds, levels and directions.
- (e) adapt and extend the balances by transferring them to apparatus.

6 - FOCUS ON:- COUNTER-BALANCE AND COUNTER-TENSION IN THREE'S AND LARGER GROUPS.

Most pupils will be able to:-

- (a) Identify and demonstrate counter-balance and counter tension using matching/mirroring shapes and know how to move into and from the balances.
- (b) understand and demonstrate counter-balance and counter-tension where group members show different shapes on different levels, and have different body parts in contact.
- (c) understand and show how to use counter-balance and counter-tension to spring, spin and travel.
- (d) select movements from each of the three different categories of counter-balance and counter-tension and link them together using individual skills to show variation in shape, level, speed and direction.
- (e) design and erect their own arrangement of apparatus and adapt and transfer skills onto it.
- (f) incorporate a range of compositional ideas into their sequences and have a clear understanding of the criteria for judging them.

APPROXIMATELY 12 -18 HOURS ACTIVITY TIME WILL ENABLE MOST PUPILS TO ACHIEVE THE INTERMEDIATE STAGE IN GYMNASTICS