



INTENT	IMPLEMENTATION	IMPACT
See INTENT statement	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to practice existing skills, transfer skills from other units and learn new skills, which combine to develop new or more advanced skills/techniques. Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils. Formal summative assessments are termly and a levelled through the ACET assessment criteria in line with the NC objectives for PE in KS2.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p> <p>Attainment and progress are measured using our ACET assessment criteria.</p>



Gymnastics

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Be able to perform simple single balances for 3-5 seconds (1, 2, 3, 4 point balances)</p> <p>To attempt a wide range of rolls including; egg, log, dish and teddy bear roll</p> <p>To use different methods of travel to negotiate space (e.g. side steps)</p> <p>To know how to safely jump and land</p> <p>To copy and perform a basic routine on my own and with a partner</p> <p>To add my own ideas to a simple routine to improve it</p>	<p>To perform balances with control on low, medium and high levels for 3 seconds</p> <p>Perform a forward roll safely (with/without support)</p> <p>To use different methods of travel across various apparatus</p> <p>Attempt to perform basic shapes in flight (off apparatus), with a safe landing</p> <p>Create a singles and pairs sequence using rolls, balances and different types of travel</p> <p>Assess others performances when comparing to the correct technical model</p>	<p>Perform a range of singles and pairs balances with control, tension and extension.</p> <p>Perform forwards and backwards rolls correctly and safely consistently</p> <p>Link together movements and shapes when working on apparatus</p> <p>Perform a range of shapes when in flight after correct preparation and use a safe landing</p> <p>Make a sequence which is fluid and know how to move between balances and rolls effectively</p>	<p>I can create and adapt singles and pairs balances to my strengths</p> <p>Being to look and rolling in to and out of balances using a range of rolls</p> <p>Support others looking to complete a forward roll</p> <p>Know where and why safety equipment needs to be used when performing on apparatus</p> <p>Look at twists and shapes when I am in flight</p> <p>I can create and help create singles, pairs and group routines leading up to a performance</p>	<p>Pupils should know how to link together rolls, balances and different ways to travel in individual, pairs and group routines. Pupils should know how to jump make shapes and land safely and with accuracy from apparatus. Pupils should know how to use apparatus safely and correctly. Pupils should be able to spot areas for improvement in a performance by themselves or others using words such as "tension and extension"</p> <p>Pupils will need an understanding of how</p>

<p>Know why it is important to warm up and stretch</p>	<p>Name and complete the features needed within a warm up</p>	<p>Peer and self-assess using IT with reference to a correct technical model</p> <p>State how and why we warm up with reference to the musculoskeletal and circulatory systems.</p>	<p>I can peer and self-assess using IT and know how to improve my own and others performances</p> <p>I can take part in and lead a warm with while stating its importance using correct language and making links to the musculoskeletal and circulatory systems</p>	<p>to and why to warm up in gymnastics.</p>
<p>Warm Up Cool Down Balance Roll Stretch Jump Land Travel Perform Routine Movement</p>	<p>Tuck Pike Straddle Control Hold Extension Start position End position Flight Sequence</p>	<p>Take off Poise Flexibility Flow Present Cartwheel Support Apparatus Control Tension Extension</p>	<p>Vault Rotate Dismount Preparation Execution Direction Cannon Unison Mirror Synchronised Musculoskeletal system Circulatory system</p>	