

Module 3 Unit outcomes		
Unit 13	Unit 14	Unit 15
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and Perform a sequence as an individual and as a pair that demonstrates improving co-ordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 	<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for Forward roll - Practise a range of symmetrical and asymmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control - Make simple judgements about their own and others' performance - Use key words and ask relevant questions in order to make progress - Use this information to plan how to improve the quality and variety of their work - Begin to take responsibility for their own actions and begin to understand the associated risks 	<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Bridge and T balances - Explore moments of stillness - Practise a range of lead & Follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry demonstrating improved co-ordination and control - Perform with increasing efficiency and effectiveness - Begin to perform with increasing accuracy and sustain over longer periods of time - Take some responsibility for their own actions and understand some of the associated risks - Communicate clearly and effectively - Use ICT to improve the impact of their work
Unit 16	Unit 17	Unit 18
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a headstand and backward roll - Co-operate with others and observe appropriate conduct - Develop further an increasing variety of imaginative ideas - Describe and demonstrate an understanding of sequence development - Describe and perform a variety of spatial arrangements/relationships within their pair - Create and perform a trio that demonstrates a variety of spatial arrangements/relationships, moments of stillness and repetition - Recognise the importance of rules and safety procedures and apply them consistently - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 	<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the handstand - Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted - Identify what makes a skill idea or action successful - Create and perform a combined individual and paired sequence that demonstrates a variety of choreographic devices - Perform with greater accuracy and sustain over appropriate periods of time - Describe how repetition can improve variety and add complexity to a sequence - Make simple judgements about their own and others' performance - Use ICT to improve the impact of their work 	<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance