

Scheme of Work: Gymnastics

AIM: In this unit pupils will demonstrate skills and agilities individually and in combination. Pupils will incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.

Objectives of the Unit:

Prior learning	Language for learning	Resources
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ○ Confidence in weight bearing hands ○ Experienced working in pairs and small groups were they trust each other. ○ Worked with apparatus ○ Adapted their own and others work ○ Set out apparatus safely and efficiently 	<ul style="list-style-type: none"> ○ Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to gymnastics and relationship between partners. Eg synchronise, canon, unison, symmetrical and mirrored. ○ ICT. Watch video/compare performance. ○ Communication Speaking and Listening. Cooperation Working together. Problem solving 	<ul style="list-style-type: none"> ○ Low apparatus mats ○ Intermediate apparatus eg benches, box tops. ○ Resource cards ○ DARTFISH ○ Agile Pack

Key Concepts and Processes:

<p>Accurate replication: Pupils should be able to accurately replicate basic balance, rotation and flight based movements. Pupils will be able to demonstrate correct take off and landing technique, as well as a clear body shape whilst airborne. To apply movements, agilities and balances individually and as part of a fluent sequence. Pupils will select, combine and perform skills; actions and balances demonstrating varied levels of creativity.</p>	<p>Developing Physical and Mental Capacity Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use of images and task cards to develop skills and techniques. Understand the physics of rotation, balance, centre of mass and gravity.</p>	<p>Developing Skills/Performance Pupils will develop the skills necessary to develop fluent routines. Body tension, control, counter balance and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques and routines. Students should be able to link each of the methods of travel learned during the scheme into individual and partner sequences both on the floor and on low apparatus.</p>
<p>Making and Applying Decisions Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms and body tension. Pupils will decide how sequences can be aesthetically improved.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle Highlight the benefits of gymnastics based movements to flexibility and general suppleness. Understand the importance of heart rate and recall muscle group names. Suggest any gymnastics clubs within the school timetable and promote community links. Understand how performance and safety are improved when preparation is carried out properly.</p>	<p>Evaluating and Improving Appropriate questioning on teaching points of the skills and processes developed. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of DARTFISH to observe and improve the performance of self and others. Peer observation & assessment.</p>
<p>Cross Curricular Links: Literacy: C4TEEP: Key word, group discussions, small white boards, written answers, work of the week, structuring sentences to answer questions. Maths: Scoring, statistics, measurements, heart rates/pule rates. ICT: Photographic/video feedback, performance analysis software.</p>	<p>Assessment: Q & A, Formative and summative assessment. Q & A Formative and summative assessment. Students assessment booklets Assessment criteria- name matching Verbal feedback</p>	

BRONZE LESSONS

<p>Locomotion – Partner work</p> <ul style="list-style-type: none"> ○ To be able to perform the basic movement skills including jumps and basic rolls. ○ To improve pupils ability to travel and jump effectively using a variety of techniques. ○ To be able to perform these movements in a small sequence. ○ To understand health and safety aspects of gymnastics. <p>Task Examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Use floor/mat work. ○ Explore ways of traveling and jumping including; 1-1, 1-2, 2-1, 2-2, sliding and rolling. Practice different ways of traveling and jumping on the floor and with apparatus. ○ Explore use of arms, legs and body in gaining height and distance. Teaching points; Control of movement, work at different levels. ○ Develop to small sequence with basic rolls and jumps. ○ Show performance to class. Pupils suggest +/- of each group. 	<p>Transference of Weight – Partner work</p> <ul style="list-style-type: none"> ○ To understand the need for body tension when replicating movements. ○ To be able to perform skills in a small sequence + make decisions about how to improve. ○ Pupils explore ways of rotating including forwards, backwards & cart wheels. ○ Understand the principle of accelerating and slowing down rotation. ○ Develop creativity with sequences. <p>Task Examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. ○ Floor work, Link movements. Forward role into jump. Movement between rolls/jumps. ○ Develop to small sequence with rolls and jumps. Show performance to class. Pupils suggest +/- of each group. 	<p>Balance – Individual/Partner work</p> <ul style="list-style-type: none"> ○ Refine basic balances on different body parts, including support of hand and/or head stands. ○ To understand the importance of aesthetics and fluency in routines. ○ To develop how to recognise good performance in simple gymnastics routines and suggest reasons for this. <p>Task Examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. ○ Pairs; Explore handstand, headstands. Show how to support each other safely. Different pts of contact- 1,2,3 etc The importance of presentation and aesthetic performance. ○ Teaching points; control of movement, body tension & extension i.e. pointing toes. Floor work; sequence building – jumps, rolls and balances. ○ Show performance to class. Pupils suggest +/- of each group.
<p>Balance – Partner & Group work</p> <ul style="list-style-type: none"> ○ To accurately replicate partner/group balances. ○ Understand the principle of centre of mass and associated changes. ○ To develop their understanding and knowledge of body tension and fitness. ○ How to recognize good performance in developing gymnastics routines. <p>Task Examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Intro to Sports acrobatics. ○ Pairs; use gymnastic cards. Explore differences use good body tension and control. Must hold for 3 seconds. Link balances together. ○ Progress onto use of apparatus & benches. ○ Develop sequences. Aesthetic awareness + Starting and finishing positions. (4-5 secs balance) 	<p>Balance – Development of group balances</p> <ul style="list-style-type: none"> ○ To develop partnered balances using the concepts developed. ○ To replicate balances using counter balance/tension to maintain stability. ○ To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful. <p>Task Examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. ○ Recap balances in pairs. Develop own partner balances. Progress onto 4's. ○ T.P's; support, use pupil strengths. Discuss aesthetic awareness and body extension. ○ Choose best balance to be shown and photographed. Pupils suggest +/- of each balance. 	<p>Assessment</p> <ul style="list-style-type: none"> ○ To improve pupils appreciation of performance and ways of improving. ○ Create simple routines for individual and partner work. ○ Link skills to create simple routines for assessment of own and others work. ○ To know their own KS3 level and ways of improving. <p>Task Examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. ○ Develop compositional sequence; Select 3 rolls, 3 rotations 2 individual balances and 2 partner/group balances. Focus on fluency, body tension and control. ○ Peer assessment - level each performance. Teacher grades against NC levels

SILVER LESSONS

<p>Recap rotation & jumps</p> <ul style="list-style-type: none"> To be able to perform the replicate rotational movement skills. To improve pupils ability to travel and jump effectively using a variety of techniques including forwards, backwards rolls & cart wheels. To be able to perform these movements in a small sequence. To develop pupils confidence in delivering safe stretching exercises. To understand health and safety aspects of gymnastics <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Use floor/mat work. Explore ways of rotating and jumping (fwd/bwd roll/cartwheel) Practice different ways of traveling and jumping on the floor. Explore use of arms, legs and body in gaining height and distance. Teaching points; Control of movement, work at different levels. Develop to small sequence with rotational moves and jumps. Show performance to class. Pupils suggest +/- of each group. 	<p>Recap balance – Individual/Partner work</p> <ul style="list-style-type: none"> To perform individual balances demonstrating control and body extension. To understand the need for good body tension when replicating movements. To be able to perform the partner balances showing an understanding about counter balance and tension. To be able to perform skills in a small sequence showing creativity. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Pairs; Explore individual & partner balances. i.e. arabesque, shoulder stand. Show how to support each other safely. The importance of presentation and aesthetic performance. Teaching points; control of movement, body tension & extension i.e. pointing toes. Compose sequence – jumps, rolls and balances. Focus on linking movements. Pupils suggest +/- of each group. 	<p>Intro to basic vaulting</p> <ul style="list-style-type: none"> To be able to accurately replicate basic vaults <i>i.e. Ariel shapes off springboard.</i> To understand the importance of aesthetics during movements. To know and be able to describe the approach-take off-flight-landing phases of a jump. To be able to move safely and under control from the springboard onto matting. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Jog around hall, react to various jump commands. Discuss landing technique- bend knees. 4 lanes of springboards set up. 2 footed take off, demonstrate correct landing. Ariel shapes; tuck, straddle, pike. Link movements together in a compositional sequence. Include; balances, rotational moves + springboard jumps. Peer assessment.
<p>Vaulting - low level apparatus</p> <ul style="list-style-type: none"> To be able to perform basic vaults with use of apparatus <i>i.e. straddle & through vault.</i> To develop their understanding and knowledge of body extension and aesthetics. To compose high quality sequences using flight, rotation & balance. To understand how to safely mount and dismount apparatus using the correct landing technique. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Leapfrog. 2 catchers. Once caught must crouch down. Only freed by pupil vault over back. Pairs; recap handstand and cartwheels. Must hold for 3 seconds. Set up 4 lanes of springboards + low box tops. Mount box, perform balance or rotational move and dismount. Demonstrate straddle + through vaults. Perform using differentiated box heights. Discuss aesthetics. Starting and finishing positions. Pupils suggest +/- of each performance. 	<p>Vaulting – apparatus</p> <ul style="list-style-type: none"> To develop weight bearing vaults using flight. To replicate movements over apparatus demonstrating an understanding of support and rotation. Perform vaulting activities at their own differentiated levels. Performing controlled body shapes and fwds/bwds roles and building to hand springs. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Recap basic flight and vaulting techniques. Start with bench + no springboard; handspring onto mat, land on back, flat. Progress onto small box top + springboard. Teacher to supervise hardest box top, pupils support low level boxes. T.P's; support back, hands to push off, drive on run up. Peer assessment. 	<p>Assessment</p> <ul style="list-style-type: none"> Link skills to create simple routines for assessment of own and others work. To accurately replicate vaulting techniques over differentiated apparatus. To improve pupils appreciation of performance and ways of improving. To know their own KS3 level and ways of improving. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Develop compositional sequence; Select 3 rolls, 3 rotations 2 individual balances and 2 partner/group balances. Focus on fluency, body tension and control. Peer assessment - level each performance. Teacher grades against NC levels

GOLD LESSONS

Recap balance – Individual/Partner work

- To perform individual balances demonstrating excellent control and body extension.
- To understand the need for good body tension when replicating movements.
- To be able to perform the partner balances showing an understanding about counter balance and tension.
- To be able to perform more difficult balances including head stands, handstands and cartwheels.
- To be able to plan and perform skills in a small sequence showing a range of dynamics.

Task Examples

- Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.
- Pairs; Explore individual & partner balances. i.e. arabesque, shoulder stand, handstands, headstands and cartwheels. Show how to support each other safely.
- The importance of presentation and aesthetic performance, linking performance to music.
- Teaching points; control of movement, body tension & extension i.e. pointing toes. Compose sequence – jumps, rolls and balances. Focus on linking movements.
- Pupils suggest +/- of each group.

Balance – Development of group balances

- To develop partnered balances using the concepts developed.
- To replicate balances using counter balance/tension to maintain stability.
- To be able to link movements together headstand into forward roll.
- To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful.

Task Examples

- Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.
- Recap balances in pairs. Develop own partner balances. Progress onto 4's.
- T.P's; support, use pupil strengths. Be able to perform with control, timing and fluency, linking movements to a particular genre.
- Discuss aesthetic awareness and body extension.
- Choose best balance to be shown and photographed. Pupils suggest +/- of each balance.

Intro to basic vaulting

- To be able to accurately replicate basic vaults i.e. *Ariel shapes off springboard*.
- To understand the importance of aesthetics during movements.
- To know and be able to describe the approach-take off-flight-landing phases of a jump.
- To be able to move safely and under control from the springboard onto matting.

Task Examples

- Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Jog around hall, react to various jump commands. Discuss landing technique- bend knees.
- 4 lanes of springboards set up. 2 footed take off, demonstrate correct landing. Ariel shapes; tuck, straddle, pike.
- Link movements together in a compositional sequence. Include; balances, rotational moves + springboard jumps.
- Peer assessment.

Vaulting – apparatus

- To develop weight bearing vaults using flight.
- To replicate movements over apparatus demonstrating an understanding of support and rotation.
- Perform vaulting activities at their own differentiated levels.
- Performing controlled body shapes and fwdws/bwds roles and building to hand springs.

Task examples

- Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.
- Recap basic flight and vaulting techniques. Start with bench + no springboard; handspring onto mat, land on back, flat. Progress onto small box top + springboard.
- Teacher to supervise hardest box top, pupils support low level boxes.
- T.P's; support back, hands to push off, drive on run up. Peer assessment.

Vaulting – Intro to handspring

- To be able to perform a basic hand vault with use of apparatus.
- To develop their understanding and knowledge of body extension and aesthetics.
- To compose high quality sequences using flight, rotation & balance.
- To understand how to safely mount and dismount apparatus using the correct landing technique.

Task example

- Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.
- Recap basic flight and vaulting techniques.
- Start with bench + no springboard; handspring onto mat, land on back, flat. Progress onto small box top long ways. Hand on the edge of the box, walk feet in towards bum, handstand to land on her back.
- T.P's; support back, hands to push off, drive on run up.
- Peer assessment.

Assessment

- Link skills to create simple routines for assessment of own and others work. To accurately replicate vaulting techniques over differentiated apparatus. To improve pupils appreciation of performance and ways of improving. To know their own KS3 level and ways of improving.

Task examples

- Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.
- Develop compositional sequence; Select 3 rolls, 3 rotations 2 individual balances and 2 partner/group balances.
- Focus on fluency, body tension and control.
- Peer assessment - level each performance. Teacher grades against NC levels

PLATINUM

<p>Recap balance – Individual/Partner work</p> <ul style="list-style-type: none"> To perform individual balances, combining basic and advanced skills, demonstrating excellent control and body extension. To understand the need for good body tension when replicating movements. To be able to perform the partner balances showing an understanding about counter balance and tension. To be able to plan and perform skills in a small sequence showing a range of dynamics. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Pairs; Explore individual & partner balances. i.e. arabesque, shoulder stand, handstands, headstands and cartwheels. Show how to support each other safely. The importance of presentation and aesthetic performance, linking performance to music. Teaching points; control of movement, body tension & extension i.e. pointing toes. Compose sequence – jumps, rolls and balances. Focus on linking movements. Pupils suggest +/- of each group. 	<p>Balance – Development of group balances</p> <ul style="list-style-type: none"> To develop partnered balances using the concepts developed. To replicate balances using counter balance/tension to maintain stability. To be able to adapt skills to incorporate apparatus. To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful. To choreograph a small group sequence. To identify weaknesses and devise a drill to help them improve a specific skill. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Recap balances in pairs. Develop own partner balances. Progress onto 4's. T.P's; support, use pupil strengths. Students should be choreographing their own performance and be able to perform with control, timing and fluency, linking movements to a particular genre. Discuss aesthetic awareness and body extension. Choose best balance to be shown and photographed. Pupils suggest +/- of each balance. 	<p>Intro to basic vaulting</p> <ul style="list-style-type: none"> To be able to accurately replicate basic vaults <i>i.e. Ariel shapes off springboard.</i> To understand the importance of aesthetics during movements. To know and be able to describe the approach-take off-flight-landing phases of a jump. To be able to move safely and under control from the springboard onto matting. <p>Task Examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Jog around hall, react to various jump commands. Discuss landing technique- bend knees. 4 lanes of springboards set up. 2 footed take off, demonstrate correct landing. Ariel shapes; tuck, straddle, pike. Link movements together in a compositional sequence. Include; balances, rotational moves + springboard jumps. Peer assessment.
<p>Vaulting – apparatus</p> <ul style="list-style-type: none"> To develop weight bearing vaults using flight. To replicate movements over apparatus demonstrating an understanding of support and rotation. Perform vaulting activities at a more advanced level, showing excellent extension. Performing controlled body shapes and fwrds/bwrds roles and building to hand springs. <p>Task examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Recap basic flight and vaulting techniques. Start with bench + no springboard; handspring onto mat, land on back, flat. Progress onto small box top + springboard. T each to supervise hardest box top, pupils support low level boxes. T.P's; support back, hands to push off, drive on run up. Peer assessment. 	<p>Vaulting – Handspring</p> <ul style="list-style-type: none"> To develop weight bearing vaults using flight. To replicate the hand spring movement over apparatus demonstrating an understanding of support and rotation. Perform vaulting activities at their own differentiated levels. <p>Task examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Recap basic flight and vaulting techniques. Horizontal board, intro to the spring board. Jump feet up, trying to get hips as high as possible. Teacher to supervise hardest box top, pupils support low level boxes. T.P's; support back, hands to push off, drive on run up. Peer assessment. 	<p>Assessment</p> <ul style="list-style-type: none"> Link skills to create simple routines for assessment of own and others work. To accurately replicate vaulting techniques over differentiated apparatus. To improve pupils appreciation of performance and ways of improving. To know their own KS3 level and ways of improving. <p>Task examples</p> <ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Develop compositional sequence; Select 3 rolls, 3 rotations 2 individual balances and 2 partner/group balances. Focus on fluency, body tension and control. Peer assessment - level each performance. Teacher grades against NC levels

