





























Key Stage: 3	YEAR: 7	DURATION: 12 LESSONS units 1 & 2
<p>Unit Aims: In this unit pupils will explore core skills individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.</p>		
<p>N:C coverage: Pupils should be given opportunities to:</p> <ol style="list-style-type: none"> 1. Create and perform more complex movement patterns, techniques and sequences in their activities 2. Use compositional principles when planning and performing their activities 3. Describe, analyse and interpret performance, recognising different qualities that contribute to successful performance 4. Develop and communicate a variety of imaginative ideas and information 5. Listen carefully to others' contributions, considering their ideas and responding aptly 6. Vary their presentations for different audiences and purposes, using ICT when appropriate, to improve the impact of their work. 		
<p align="center">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Explored ways of travel, balance and rotation ➤ Performed a sequence with partner ➤ Learnt ways of linking gymnastic actions ➤ Set out apparatus safely and efficiently 	<p align="center">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and recall terminology relating to gymnastics.</p> <p><i>e.g. Rolls, Cartwheel, Balance, (counter balance/counter tension), Mirror and Matching & Composition.</i></p>	<p align="center">Resources</p> <ul style="list-style-type: none"> ➤ Mats ➤ Low apparatus/Intermediate apparatus e.g. <i>benches, box tops.</i> <p>https://www.youtube.com/watch?v=8684I0zKcUM https://www.youtube.com/watch?v=asy-MicaNHo https://www.youtube.com/watch?v=t3HEEJ2Jl5Y</p>
Key Concepts and Processes:		
<p align="center">Select and Apply</p> <p>To apply travel movements, rotational elements and balances individually and as part of a fluent sequence. Pupils will learn to select, combine and perform skills; actions and balances including some that are inverted. Continual development, adaptation and refinement of learnt skills will contribute to producing an improved performance and accurate replication.</p>	<p align="center">Acquire and Develop</p> <p>Develop ability to perform sustained physical movements as part of a warm up. Use of images and task cards to develop skills and techniques. Understand the physics of balance and centre of mass/gravity. To develop knowledge on how to improve personal fitness through gymnastics.</p>	<p align="center">Development of Performance</p> <p>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. Accurate replication of skills showing control and fluency will be assessed.</p>
<p align="center">Problem Solving, Challenges & Making Decisions</p> <p>Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the benefits & use of arms and body tension. Understand how sequences are aesthetically improved and allow for pupils to suggest, trial and refine ideas.</p>	<p align="center">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of gymnastics based movements to flexibility and general suppleness. Understand the importance of safety are how performances are improved when a warm up is carried out properly. To Identify where pupils can get involved in gymnastics and promote community links to clubs.</p>	<p align="center">Evaluating and Improving</p> <p>Targeted questioning will focus on the development process of gymnastic core skills. 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 computing to observe and improve the performance of self and others.</p>

Progress & Assessment by Outcomes – Expected Learning Outcomes of the unit	
<p>1. Basic replication of movements</p> <p>All pupils will: Demonstrate a basic number of movements with reasonable control and aesthetics within a group sequence. Confidence and consistent replication is evident in small groups.</p> <p>Most pupils will: Sometimes requires support in replication of skills, showing increased fluency of movement. Able to link various movements together with reasonable precision.</p> <p>Some pupils (M.A.T) will: Perform an excellent range of gymnastic movements smoothly and accurately as part of a larger sequence. These movement patterns are aesthetically pleasing.</p>	<p>2. Development of physical literacy </p> <p>All pupils will: Use basic body movements with reasonable timing at a slow speed. Coordination and body management skills are evident for parts of a larger sequence.</p> <p>Most pupils will: Perform most gymnastic movements with control and will attempt to link elements together. Physical literacy is developing.</p> <p>Some pupils (M.A.T): will Shows a very good knowledge of rhythm and timing with little or no help. More advanced movements are attempted and mostly successful due to very good body control.</p>
<p>3. Developing creative thinkers </p> <p>All pupils will: Show a basic ability to combine movement patterns together regularly repeating these throughout a sequence. Often follows others lead offering limited creativity.</p> <p>Most pupils will: Use a sound understanding of creativity and times movement patterns well with other members of the team. Tries to improve own performance after seeing others and can suggest ways they may improve.</p> <p>Some pupils will (M.A.T): : Demonstrate creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve.</p>	<p>4. Team workers/Effective participants </p> <p>All pupils will: Understand the need to working effectively with others to produce effective outcomes. Often will take a back seat in a group and follow instructions from others.</p> <p>Most pupils will: Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved.</p> <p>Some pupils will (M.A.T): : Work effectively in a small group often leading others. Show a good understanding of how to work with others and can adapt sequences to suit the ability of others.</p>
<p>Other Links: Physical Literacy Skills (Aesthetics, Balance, Coordination, Motivation, Movement competence), </p> <p>Citizenship (sportsmanship), </p> <p>Computing (Video Recording and Analysing, use of ICT QR codes) </p> <p>Numeracy Skills (Counting and Scoring),</p> <p>Curriculum Cymreig - References made to Welsh sporting heroes when possible. Pupils' made aware of the roles welsh governing bodies relating to the particular activity. </p>	<p>Literacy /Numeracy </p> <p>Opportunities for literacy</p> <p>7.OS2, 7.OS4, 7.OL1, 7.OC3, 7.WG7C</p>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1-2	<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. 	<ul style="list-style-type: none"> ‘Pac man’ warm up – nominate 2-4 catchers and use floor lines. Catchers must tag others once tagged pupils must jog on the spot. How long for catchers to tag everyone? Rotate catchers. 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 align="center">Use QR codes for examples</p>	<ul style="list-style-type: none"> Mid-lesson plenaries check – Recap different ways of traveling. How does both arm and legs work together to allows for jumps? Why is this important? How can these movements be incorporated into a small sequence?  <p> 7.OS4, 7.OL1</p>
3-4	<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. 	<ul style="list-style-type: none"> Student led; warm-up with a focus on increasing the range of movement/dynamic stretching – use lunges, squats, walking on 4 points. Discuss a point? Something in contact with the floor. Progress onto floor/mat work. Focus-linking movements together i.e.forward roll into jump/link move (See QR codes above for technique)  Pairs to develop to small sequence with rolls and jumps/link moves. Show performance to class. Pupils suggest +/- of each group.  	<ul style="list-style-type: none"> Mid-lesson plenaries check – Why is linking movements better to an audience watching? How might your pair use jumps, balances and link these movements together? <p> 7.OC3</p>

5-6	<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. 	<ul style="list-style-type: none"> Warm up – ‘beans’ Pupils to jog around a space. Call out the name of beans and each one has an action. 1 = jumping bean (2 footed bounce) 2 = runner bean (sprint on the spot) Pairs; Explore handstand, headstands. Show how to support each other safely. Different points of contact-1,2,3. Highlight 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 style="text-align: center;"> Self and peer assessment – Complete in portfolio</p>	<ul style="list-style-type: none"> Mid-lesson plenaries check – What is the meaning of aesthetics? Why is control of body movement’s key aesthetics? How might your group use a range of movements and adapt them to create a sequence? <p style="text-align: center;"> 7.OS2</p>
7-8	<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 style="text-align: right;"></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 balance 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) 	<ul style="list-style-type: none"> Mid-lesson plenaries check – How will body tension help the performance of certain movements? Which balances work well and why? <p style="text-align: center;"> 7.OS4</p> <ul style="list-style-type: none">  7.OS5 <ul style="list-style-type: none"> What aspects of your/peers routine need improving? Can you self-assess?

<p align="center">9-10</p>	<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. 	<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 on groups of 4's. T.P's; support, use pupil strengths. Discuss aesthetic awareness and body extension. Choose best balance to be shown and photographed.  Create a group sequence to incorporate both pairs and group balances. Use balance cards as ideas, can you modify balances to suit the abilities of your group. Explore different ways of getting in and out of the balances so they link.  Pupils suggest +/- of each balance. 	<p>➤ Mid-lesson plenaries check –</p> <p>➤ What balances were the easiest and hardest + why?</p> <p>➤  7.OS2</p> <p>➤ How can you adapt your sequence to include more individuals?</p> <p> 7.OL3</p>
<p align="center">11-12</p>	<p>Final routine </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. 	<ul style="list-style-type: none"> Warm up – domes and dishes – 1 team turn cones to 'domes' and other turn them over to 'dishes'. Use different methods of travelling. Continue to develop compositional sequence; Select at least 3 rolls, 3 rotations 3 individual balances and 3 partner/group balances. Focus on fluency, body tension and control. <p>Peer /self assessment of each other's work. Set targets for next time.</p>	<p>Plenaries check –</p> <p>How might pupils have improved overall sequence if performed again?</p> <p> 7.OC3</p>

Resource bank

Scan these QR codes for information



Handstand



Cartwheel



Forward Roll



Round off



Backward Roll



BGT clip 1



BGT clip 2



BGT clip 3



Handstand 2

Level 4.

Level 5.

Level 6.

Pupils work.