


















Key Stage: 3	YEAR: 8	DURATION: 12 LESSONS
<p>Unit Aims: In this unit pupils will use core gymnastic skills in combination with other movements and apparatus. Pupils will incorporate control, creativity and aesthetics into flight based sequences. Student will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes.</p>		
<p align="center">Prior learning</p> <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. ➤ Worked with apparatus ➤ Adapted their own and others work ➤ Set out apparatus safely. 	<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. Handstand, Handspring, Flight, Vaulting, Side & through vault, Balance & Composition.</i></p>	<p align="center">Resources</p> <ul style="list-style-type: none"> ➤ Low & high apparatus ➤ Mats <p>https://www.youtube.com/watch?v=syfa3iDZOtA (front handspring)</p>
Key Concepts and Processes:		
<p align="center">Acquire and develop</p> <p>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 travel movements, rotational moves and balances individually and as part of a fluent sequence.</p>	<p align="center">Acquire and Develop</p> <p>To develop physical capacity through gymnastic movements. Use of images/task cards to stimulate mental capacity in developing core skills and techniques. Understand the physics of balance and rotation. To develop knowledge on how to improve personal fitness through gymnastics.</p>	<p align="center">Development of Performance</p> <p>Pupils will develop the core skills necessary to develop fluent flight based routines. Students should be able to link individual skills as part of a group sequences both on the floor and using low/high apparatus. Pupil's ability to combine and perform actions together will be assessed against learning outcomes.</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 to create time in the air. 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 improve flexibility, suppleness and coordination. Understand how performances are made safe when preparation is carried out before exercise. 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 flight 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 improve peer & self-assessment skills.</p>

Progress & Assessment by Outcomes – Expected Learning Outcomes of the unit	
<p>1.Replication of flight movements</p> <p>All pupils will: Perform basic flight movements on the floor or over low level apparatus. Shows some control but can lack fluency.</p> <p>Most pupils will: Sometimes requires support in replication of skills, showing increased fluency of movement. Able to link various flights movements together with reasonable control.</p> <p>Some pupils will (M.A.T): Perform an excellent range of gymnastic movements often attempting more advanced skills or variations. Extension of arms and legs is evident.</p>	<p>2. Aesthetics, control and body management skills </p> <p>All pupils will: Use basic movements with reasonable timing. Applies basic safety principles and shows control over own body when stationery. Struggles with dynamic movements.</p> <p>Most pupils will: Perform most gymnastic movements with control and will attempt to link elements together. Will appear unstable when completing more complex flight movements.</p> <p>Some pupils will (M.A.T.): 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 sequences/movement patterns </p> <p>All pupils will: Show a basic ability to combine movement patterns together regularly repeating these throughout a larger group sequence.</p> <p>Most pupils will: Able to experiment and plan own sequences and help others with their work. Gymnastic skills are linked with flare and extension of either the legs or arms.</p> <p>Some pupils will (M.A.T): Movements flow together and are performed at the right pace demonstrating control and precision.</p>	<p>4. Development of peer/self-assessment </p> <p>All pupils will: Can see the difference between their performances and others and use this knowledge to improve.</p> <p>Most pupils will: Identify the main aspects of a good performance. Able to experiment and plan own sequences and help others with their work.</p> <p>Some pupils will (M.A.T): Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p>
<p>Other Links: Physical Literacy Skills (Aesthetics, Balance, Coordination, Motivation, Movement competence), Numeracy Skills </p> <p>(Counting and Scoring),  Citizenship (sportsmanship), </p> <p>Computing (Video Recording and Analysing, use of ICT) </p>	<p>Literacy /Numeracy</p> <p>Opportunities for literacy </p> <p>8.OS2,8.OS4,8.OS5,8.OL1,8.OL3,8.OC1</p>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1-2	<p>Recap rotation & jumps </p> <ul style="list-style-type: none"> • To be able to perform the replicate rotational movement skills. • To improve pupil's 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. 	<ul style="list-style-type: none"> ▪ Group tag warm up – change modes of travelling (jog, hopping, hands and feet, crab, frog & bunny hop) ▪ Explore/recap ways of rotating and jumping as a pair (fwd/bwd roll/cartwheel) ▪ Practice different ways of traveling and jumping (see 'basic jumps' QR code for ideas) 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/jumping moves and travel/link moves. ▪ Show performance to class. Pupils suggest +/- of each group. 	<ul style="list-style-type: none"> ➤ Mid-lesson plenaries check – How can arms and legs be used effectively to control and replicate the movements? ➤ Does your initial sequence flow from one move to the next? If not how can this be changed? <p style="text-align: right;">8.OS4,8.OL1</p> 
3-4	<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. 	<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. ▪ Emphasis 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.  	<ul style="list-style-type: none"> ➤ Mid-lesson plenaries check – Why is presentation key in gymnastics? ➤ What are athletes judged on? ➤ How can your body tension and extension be improved? <p style="text-align: right;">8.OL3</p> 

<p>5-6</p>	<p>Intro to basic vaulting</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ▪ Group warm up - jog around hall, react to various jump commands – use straight jump, tuck, straddle and split. ▪ Discuss vaulting and landing technique (see 'vaulting' QR code) T.P's - 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 (jump followed by a roll) ▪ Explore and include more balances, rotational moves + springboard jumps. ▪ <p>Peer assessment of individual best vault sequence.</p>	<ul style="list-style-type: none"> ➤ Mid-lesson plenaries check – What ariel movements can be performed off the springboard? <p> 8.OS4</p> <ul style="list-style-type: none"> ➤ Which are the more complex and why? ➤ How might your group use/adapt these skills to create a sequence?
<p>Unit 2 7-8</p>	<p>Vaulting - low level apparatus</p> <ul style="list-style-type: none"> ▪ To be able to perform basic vaults with use of apparatus i.e. straddle & through vault. ▪ 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. 	<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. 	<ul style="list-style-type: none"> ➤ Mid-lesson plenaries check – ➤ What points are key to a successful handstand and cartwheel? ➤ Why is centre of mass important to know about? <p> 8.OS4</p> <ul style="list-style-type: none"> ➤ What aspects of your sequence need improving? What Went Well? (WWW) Even Better If? (EBI)

<p>9-10</p>	<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. 	<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 (see ‘handspring’ QR code) ▪ 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. 	<ul style="list-style-type: none"> ▪ Mid-lesson plenaries check – How are handsprings performed? ▪ What are the key components to any flight based move? (Approach, take off, flight on, flight off, landing) ▪ What do you look for when assessing somebody else’s work? <p> 8.OL1</p>
<p>11-12</p>	<p>Routine Development</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. 	<ul style="list-style-type: none"> ▪ Warm up – pulse raiser (jog, crawl, side step, cartwheel, roll over mats) ▪ In small groups, plan and develop a compositional sequence over the vault. ▪ Pupils to select from rotational moves and individual balances both before and after vault. Focus on fluency, body tension and control of all movements. <p>Peer assessment and provide verbal feedback to groups.</p>	<ul style="list-style-type: none"> ▪ Mid-lesson plenaries check – What aspects of other group’s sequence need improving? ▪ What Went Well? (WWW) Even Better If? (EBI) ▪ How might pupils have increased / decreased the difficulty level? <p> ▪ 8.OC2</p>

Resource bank

Scan these QR codes for information



Basics Jumps



Introduction to Vaulting



Handspring



Handspring over vault.

Level 4.

Level 5.

Level 6.

Pupils work



Scheme of Work: Gymnastics

