








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>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 large and small apparatus ➤ Adapted their own and others work ➤ Set out apparatus safely. 	<p>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. Take off, flight on, flight off and landing Handspring, Flight, Vaulting, through vault, handspring, Somi, Balance & Composition.</i></p>	<p>Resources</p> <ul style="list-style-type: none"> ➤ Low & high box ➤ Mats – landing and floor ➤ Spring boards ➤ Trampet ➤ Benches <p>https://www.youtube.com/watch?v=f9u3PIJdMHY front somersault 1</p> <p>https://www.youtube.com/watch?v=1SozYg3ZXKM front somersault 2.</p>
Key Concepts and Processes:		
<p>Select and Apply</p> <p>Pupils should be able to accurately replicate more complex balances, 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>Acquire and Develop</p> <p>To develop cohesive movement patterns through working individually, in pairs or group. 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. They are able to include variation in speed, shape, level and direction.</p>	<p>Development of Performance</p> <p>Pupils will further develop and demonstrate different methods of flight using different body parts to initiate flight. 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>Problem Solving, Challenges & Making Decisions</p> <p>Pupils will further explore a range of movements focusing on flight and 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>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>Evaluating and Improving</p> <p>Pupils will be able to evaluate with more confidence and accuracy on strengths and weaknesses of their own and other performances. Targeted questioning will focus on the development process of gymnastic flight skills. Be able to suggest areas for improvement. Use of iPads 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 stationary. 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 (Counting and Scoring), Citizenship (sportsmanship), </p> <p>Computing (Video Recording and Analysing, use of ICT) </p>	<p>Personal, Learning and Thinking Skills (PLTS): </p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative thinkers <input type="checkbox"/> Reflective learners <input type="checkbox"/> Team workers <input type="checkbox"/> Effective participants <p>Literacy /Numeracy </p> <p>Opportunities for literacy 9.OS2, 9.OS5, 9.OL1</p>

Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1-2	<p>Recap take-off and landings </p> <p>To be able to perform the replicate take-off and landing skills, using various apparatus. To improve pupil's ability to approach and take-off effectively using a variety of techniques including squat onto box, variety of jumps off spring board. To be able to perform with control and accuracy. To understand the importance of working to your own level. To develop pupils confidence in delivering safe stretching exercises.</p>	<p>Student led warm up: with the focus on what body parts will be used most (ankles, knees, backs)</p> <p>Set out 4 stations: 1. Spring board and mats, 2. Trampet and landing mats, 3. Box and trampet, 4. Box with spring board.</p> <p>Practice different ways of takeoff and jumping and landings (see 'basic jumps' QR code for ideas) Explore use of arms, legs and body in gaining height and distance (flight off).</p> <p>Teaching points; Control of movement, head up to prevent rotation. Work at your own levels. Develop the skill of a through vault, straddle vault.</p> <p>Introduce peer support</p> <p>Show performance to class. Pupils suggest +/- of each group.</p>	<p>Mid-lesson plenaries check – How can arms and legs be used effectively to control and replicate the movements?</p> <p><i>M.A.T. pupils to develop more complex movements – headspring, somersault.</i></p> <p>Does your initial sequence flow from one move to the next? If not how can this be changed?</p>
3-4	<p>Intro- dive forward roll/headspring </p> <p>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>	<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.</p> <p>Trampet = Focus on rotation . Skill = dive forward roll off trampet, Practice from stationary then with run up. </p> <p>Peer support</p> <p>Box – length ways, squat on headspring off. Encourage peer support with teachers</p> <p>Headspring to lying flat on to back – progress to high box using trampet.</p> <p>Pupils suggest +/- of each group.</p>	<p>Mid-lesson plenaries check – Why is presentation key in gymnastics?</p> <p>What are athletes judged on? How can your body tension and extension be improved?</p>
5-6	<p>Intro to somersault </p> <p>To be able to accurately replicate basic vaults i.e. Ariel shapes off springboard, box and trampets. 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 / trampet onto matting.</p>	<p>Student led warm up: with the focus on what body parts will be used most (ankles, knees, backs) </p> <p>Discuss what makes a good somersault (see 'somersault' QR code) T.P's - 4 lanes of apparatus set up. Practice take off, flight on and demonstrate correct landings on various pieces. Ariel shapes; tuck, straddle, pike.</p> <p>Recap on dive forward roll- basis for somersault. Practice with teacher support standing somersault – peer support needed</p> <p>Explore and include more balances, rotational moves + springboard jumps.</p> <p>Peer assessment of individual best vault sequence.</p>	<p>Mid-lesson plenaries check – What ariel movements can be performed off the springboard?</p> <p>Which are the more complex and why?</p> <p>How might your group use/adapt these skills to create a sequence?</p>

7-8	<p>Routine Development To be able to perform basic vaults with use of apparatus i.e. straddle & through vault.</p> <p>To start to develop a high quality sequence using large apparatus.</p> <p>To include linking movements on both floor and apparatus</p> <p>To understand how to safely mount and dismount apparatus using the correct landing technique.</p>	 	<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.</p> <p>Set up equipment (See resources). Discuss starting points –what is the best place to start and why?</p> <p>Perform vaults using differentiated box heights. Discuss aesthetics. Starting and finishing positions. Explore moving onto and off apparatus using linking movements between each piece. Pupils suggest +/- of each performance.</p>		<p>Mid-lesson plenaries check –</p> <p>What points are key to a successful handstand and cartwheel? Why is centre of mass important to know about?</p> <p>What aspects of your sequence need improving? What Went Well? (WWW) Even Better If? (EBI)</p>
9-10	<p>Routine Development To develop weight bearing vaults using flight. To replicate movements over apparatus demonstrating an understanding of support and rotation.</p> <p>To continue to develop sequences –To include moving from one piece of apparatus to another. To ensure quality is present throughout movements .</p>		<p>Student led; warm-up with a focus on increasing the range of movement/dynamic stretching.</p> <p>Focus on building sequences –include balances on apparatus/ floor, partner balances. Look at how the sequences are beginning to flow. Are they linking from one piece to another? Have they included basic gymnastics actions?.</p> <p>Pupils suggest +/- of each performance.</p>		<p>Mid-lesson plenaries check –</p> <p>How are handsprings performed? What are the key components to any flight based move?</p> <p>What do you look for when assessing somebody else's work?</p>
11-12	<p>Routine Development</p> <p>To compose high quality sequences using flight, rotation & balance. To compose a high quality sequence using both floor and apparatus.</p> <p>To improve pupils appreciation of performance and ways of improving.</p>		<p>Warm up – pulse raiser (jog, crawl, side step, cartwheel, roll over mats)</p> <p>Working towards completing sequences. Points to consider; are they showing quality throughout, tensions extension, clarity of shape? Is there a clear starting point and clear end? Is it showing different directions/ speeds levels.</p> <p>Peer assessment and provide verbal feedback to groups.</p>		<p>Mid-lesson plenaries check –</p> <p>What aspects of other group's sequence need improving?</p> <p>What Went Well? (WWW) Even Better If? (EBI)</p> <p>How might pupils have increased / decreased the difficulty level?</p>

Resource bank

Scan these QR codes for information



Basics Jumps



Introduction to Vaulting



Handspring



somersault 1



somersault 2

Level 4.

Level 5.

Level 6.

Pupils work