

Beaufort Community School Physical Education Department

Scheme of Work for Gymnastics

Key Stage: 3	YEAR: 7	DURATION: 4 LESSONS
<p>AIM: In this unit pupils will demonstrate skills and agilities 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>Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Explored ways of varying the basic actions ➤ Performed a sequence of contrasting and matching with partner ➤ Learnt ways of linking actions ➤ Set out apparatus safely and efficiently 	<p>Language for learning</p> <p>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</p>	<p>Resources</p> <ul style="list-style-type: none"> ➤ Low apparatus mats ➤ Intermediate apparatus eg benches, box tops. ➤ Resource cards ➤ KANDLE
<p>Key Concepts and Processes:</p>		
<p>Accurate Replication:</p> <p>To apply movements, agilities 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>Developing Physical and Mental Capacity</p> <p>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 balance and centre of mass/gravity.</p>	<p>Developing Skills/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>Making and Applying 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. How sequences are aesthetically improved.</p>	<p>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 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</p> <p>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.</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

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<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • join school or local gymnastic clubs (information on local clubs can be found at www.english.sports.gov.uk) • organise gymnastic displays or competitions for pupils to take part in and watch • watch high-quality performances live or on video 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: select and apply actions, skills and agilities both on the floor and using apparatus; demonstrate control of their body when performing these with a good degree of technical correctness; link sequences effectively making use of compositional ideas and devices; identify and work on the strength and suppleness they need to perform with greater quality.</p> <p>some pupils will not have made so much progress and will: perform simpler skills, actions and agilities on the floor and use apparatus with reasonable control; move into and out of individual actions with control, putting these into order within a sequence; with guidance, identify and carry out exercises that help suppleness and strength.</p> <p>some pupils will have progressed further and will: use complex combinations of skills, agilities and actions with quality and dynamic control; devise sequences which challenge their own abilities and incorporate those of others; make good use of compositional ideas and devices; use strength and suppleness well to provide stability, tension and extension in their work.</p>
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • performance, <i>eg criteria for observing and judging, vaults – approaching, flight, landing, rotation, Arab spring, handspring, acceleration, deceleration, principle of composition</i> • dynamics, <i>eg explosive/sustained</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. 	
<p>By the end of this unit a pupil will reach level:</p>	
<p>3 Able to perform a number of agilities rolls and balances with reasonable control and can use these to make up a simple sequence. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options.</p>	
<p>4 Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level.</p>	
<p>5 Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	

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<u>Week</u>	<u>Learning objectives</u>	<u>Task examples</u>	<u>Information/ Differentiation</u>
1	<p>Locomotion – Partner work 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>	<p>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>	<p>All lessons start with lesson related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p> <p>Give opportunities to plan compositional ideas</p> <p>Differentiated task cards for varying ability</p>
	<p>Transference of Weight – Partner work 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>	<p>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>	
2	<p>Balance – Individual/Partner work 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>	<p>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>	<p>Video to analyse performance</p> <p>Tasks set to cater for levels of ability</p>
	<p>Balance – Partner & Group work 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>	<p>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>	
3	<p>Balance – Development of group balances 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>	<p>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>	

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4	<p>Assessment 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>	<p>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</p>	
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