

KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning

Year 7 – Gymnastics

Intent – Rationale

Students will develop an understanding of body management and use this to enable skill development. They will develop an understanding of the basic skills used in Gymnastics to create a sequence. They improve their basic skills to allow development of skills with increasing complexity. Using team work and communication to support each other and develop sequences.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Pupils will have varied experience in gymnastics depending on provision in Primary School and their outside activities.	<ul style="list-style-type: none"> Year 8 Gymnastics unit
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Base the content here on what you already know but there will be time in future to liaise further as part of our collaborative work 	<ul style="list-style-type: none"> SO
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links 	<ul style="list-style-type: none">

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Physical Education Scheme of Learning

Year 7 – Gymnastics

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

Able to perform a number of agility 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.

Apply

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.

Extend

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.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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<ul style="list-style-type: none"> • Balance • Aesthetics • Body management • Rolls- log, forward, side, teddy • Balances- stork, v-sit, front support, back support • Inversion- headstand, cartwheel, handstand 	<ul style="list-style-type: none"> • Q+A, peer assessment and teacher assessment
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
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.	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

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			class. Pupils suggest +/- of each group.
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.	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.
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.	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.

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<p>Balance – Partner & Group work</p>	<p>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.</p>	<p>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>
<p>Balance – Development of group balances</p>	<p>To develop partnered balances using the concepts developed. To replicate balances using counter balance/tension to maintain stability.</p>	<p>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>
<p>Assessment</p>	<p>To improve pupils appreciation of performance and ways of improving. Create simple routines for individual and partner work. Link skills to create</p>	<p>To know their own learning path 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</p>

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	simple routines for assessment of own and others work.		individual balances and 2 partner/group balances. Focus on fluency, body tension and control. Peer assessment - level each performance.
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