

**Topic: PE – Gymnastics****Year: 6****NC Strand: Performing Gymnastic skills using a range of techniques and balances.****What should I already know?**

Pupils should know how to replicate the basic actions of turning, rolling, jumping, climbing, balancing and travelling on hands and feet and how to adapt, practice and refine on the floor and on apparatus.

Pupils would have learnt the emphasis in changes of shape, speed and direction through gymnastic actions as part of a longer series of actions.

Pupils would have explored ways of varying the basic actions and performed sequences of contrasting and matching with their partners.

Pupils will already know the basic safety requirements when setting out apparatus safely and efficiently but this will be retaught as part of this unit also,

What will I know by the end of the unit?

Through the activities in this unit pupils will be able to understand and use words relating to: Balance, unison, canon, travelling, weight transference, routine, sequence and movement patterns.

Pupils will replicate, select and perform skills, actions and balances related to gymnastics. Pupils will apply movements and balances individually and as part of a composed sequence. Continual development, adaptation and refinement of learnt skills will contribute to producing an improved performance.

Pupils will demonstrate and consolidate the basic actions of travelling, jumping and landing, transferring of weight, balancing, rolling and turning both on the floor and when using apparatus.

Pupils will incorporate control, levels and aesthetics into sequences showing creativity.

Student will be able to evaluate and assess movements to improve sequences.

Pupils will learn how to erect and dismantle apparatus safely.



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Vocabulary

Matching	Being able to replicate an individual or paired balance
Sequence	A group of individual balances combined together to create a sequence
Body control	The ability to coordinate movements with precision.
Fluency	Being capable to move effortlessly and smooth with ease once mastered a skill/technique
Balance	The ability to move or to remain in a position without losing control or falling
Counter balance	A balance that requires a partner or object to counter act the force of gravity that would otherwise push the individual towards the ground
Aesthetics	A beautiful or pleasing appearance
Centre of gravity	The place in a system or body where the weight is evenly dispersed and all sides are in balance
Layout	Gymnastics salto, or flip, in the completely stretched position.
Counter tension	A balance that requires a partner or object to counter act the force of gravity that would otherwise pull the individual away.

Ideas Bank

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Teacher Led drills

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Tuck Jump



Look at the tuck position of the gymnast in the picture.

Jump as high as you can, bring your knees to your chest and keep your toes pointed.

Star Jump



Look at the star position of the gymnast in the picture.

Jump as high as you can, reach out and extend your arms and legs as far as possible.

Remember to point your toes.

Straddle Jump



Look at the straddle position of the gymnast in the picture.

Jump as high as you can, bring your legs up towards your body and extend them out to the side.

Remember to point your toes.

Apparatus Safety

Specific Safety Advice:

Forward and Backward Rolls and other set skills which place weight on the head or neck should not formally be taught in our schools until the beginning of year 3 and then only once pupils *Moving Matters Gymnastics Guidance for schools* have had conditioning activities leading towards the development of upper body and arm strength. These can include bunny-hops, crab-walks, monkey walks etc.

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Wherever possible the spine should be kept in line and the neck protected. If in any doubt do not teach a skill, seek advice and guidance. Mats are a piece of apparatus. No mats should be placed as safety surfaces to absorb falls in gymnastics. Mats are pieces of apparatus which are placed for planned activities such as landing and rolling. (See Baalpe Safe Practice in PE and School Sport, pages 94 -96) Pupils never jump from wall-bars or any non-flat surface. Pupils can jump from surfaces where they can get their whole foot flat so they are prepared for the action. Pupils should not jump from up-turned benches, benches fixed to apparatus or other unstable pieces. Before teaching Gymnastics teachers should make themselves aware of the safety guidance