

**Area of Learning: Understanding physical development, health and wellbeing
Scheme of Work: Gymnastics**

Key Stage: 2		YEAR: 5		DURATION: 6 LESSONS	
<p>AIM: Pupils will 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 will learn to emphasise changes of shape, speed and direction through gymnastic actions as part of a longer series of actions. Pupils should learn how to erect and dismantle apparatus safely.</p>					
<p align="center">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 smoothly ➤ Set out apparatus safely and efficiently 		<p align="center">Language for Learning</p> <p>Through the activities in this unit pupils will be able to understand and use words relating to: Balance, canon, travelling, rotation, matching, sequencing and movement patterns.</p>		<p align="center">Resources</p> <ul style="list-style-type: none"> ➤ Low apparatus mats ➤ Intermediate apparatus e.g. benches, box tops, tables, wall bars. 	
		<p align="center">Key Skills</p> <ul style="list-style-type: none"> ➤ Move with ease and show control in a range of physical contexts ➤ Generate & implement ideas and strategies to solve problems ➤ Communicate clearly and cooperatively with others. 			
Curriculum Key Concepts and Processes:					
<p align="center">Accurate Replication</p> <p>Pupils will replicate and explore gymnastic skills, actions and balances. To 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.</p>		<p align="center">Developing Physical and Mental Capacity/ Creative Problem Solving</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 idea of balancing and the importance of body position.</p>		<p align="center">Developing Skills/Performances/Actions</p> <p>Pupils will develop the skills necessary to develop fluent routines. Body tension, control, extension, jumping and travelling will be developed. To demonstrate high quality performances and routines using different apparatus. Accurate replication of skills showing control and fluency will be assessed.</p>	
<p align="center">Making and Applying Decisions</p> <p>Pupils will develop and refine skills and compositional ideas based on decisions about sequences. Discuss the use of body part to balance and body tension. How sequences are aesthetically improved. Working as a pair or a team will require a level of communication and teamwork.</p>		<p align="center">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of gymnastics based movements to flexibility, strength and suppleness. Understand the importance of heart rate and recall muscle group names. Suggest any gymnastics clubs within the community. Understand how performance and safety are improved when preparation is carried out properly.</p>		<p align="center">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 video recorders to observe and improve the performance of self and others. Peer observation and assessments.</p>	
<p>Cross Curricular Links: Literacy (key words), Numeracy (sequencing & timing), PSHE (experience group roles & teamwork skills),</p>			<p>Assessment opportunities: Q & A, Formative and summative assessment.</p>		

Week	Learning objectives	Task examples	Information/ Differentiation
1	Balance To explore and perform balances on different body parts. To move in and out of balances in different directions. Explore ways of balancing using large and small body parts in a short sequence.	Warm-up. Sequence of 8 shapes (see card) Brainstorm- what is a balance? Mats out. Use 3 different large and small body parts. Balance so there are four points of contact with floor. Then 3, 2, 1. Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel. Create a short sequence using at least 3 different balances. Show performance to class. Pupils suggest +/- points.	All lessons start with lesson related warm-up and re-cap work of previous lesson.
2	Sequencing To combine and replicate a series of moves linked together. To develop teamwork skills while developing a paired sequence. Pupils should be able to assess their own performance and the performance of others using the correct terminology.	Warm-up – scorpions and crabs. Scorpions = travel on hands and feet face down (<i>move fwd/bkwd</i>). Crabs = travel face up (<i>move sideways only</i>). Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. Discuss use of space and safety. Highlight working co-operatively with a partner. Use music to set theme and tone of routine (soft melodic). Refine sequences to include different levels, speeds or directions. Show performance to class. Key questions: what do they perform well? what do they need to improve on?).	Make learning as active as possible Give opportunities to plan compositional ideas
3	Travelling To be able to accurately replicate travelling movements while under control. To demonstrate a combination of movements in a small sequence incorporating apparatus. To teach their sequence to a friend, then combine their sequences matching each other's movements.	Warm-up with a focus on increasing the range of movement. Running in and out mats & games (beans, NSEW). Pupil led stretches. Explore combinations of floor, mats and apparatus, and find different ways of travel. Accelerating and decelerating, low and high, twisting and turning. Set up apparatus (<i>Benches, box, table top</i>). Practice an action or short sequence of movements on and off apparatus. Concentrate on improving the quality of the actions and transitions between moves. Combine with another partner. Show each other's routine and amalgamate to the 2. Show performance to class.	Differentiated task cards for varying ability <u>Tasks set to cater for levels of ability through:</u>
4	Jumps To improve pupils ability to travel and jump effectively using the correct take off and landing technique. To accurately replicate basic jumps in a partnered sequence. To develop an understanding and knowledge of body tension and how to link movements together with fluency.	Warm up. Jog around in space. 1 = Frog Hopping 2 = Pogo Jumping. Mats out. Discuss how to land and jump safely. How can jumps be used as a method of changing direction? and travelling and moving along and over apparatus? Run, jump and land, jump and show different body shapes in the air, run, jump, land and roll. Apparatus out – develop a longer sequence with jumps, balances and rotational .	Time set to develop ideas Providing a framework from which to work from.
5	Rotation To explore different ways of rotating using a variety of shapes. To be able to perform basic rotational skills in a small sequence & make decisions about how to improve. To understand the concept of mirror and matching. To develop creativity with paired sequences.	Warm-up - Cat and Mouse: pairs. 'Cat' or 'Mouse' takes the lead and the other follows. Once caught change over. Teacher led tasks e.g. walk, run, jog, bunny hop, pogo jump, frog hop. Demonstrate rolls and ask pupils to shout out the shapes that are needed to perform that roll. (fwd rolls, teddy bear roll & pencil roll). Pupils to explore the rolls. Mats and apparatus out. Pairs to compose a sequence comprising of – jump, roll, balance and different methods of travelling. Discuss use of space and safety. Highlight working co-operatively with a partner. Pupils suggest +/- of each group.	
6	Assessment Create an individual sequence using balances, rotation and travelling. Link skills with fluency over apparatus. To improve pupils appreciation of performance and ways of improving.	Warm up with a focus on increasing the range of movement. (cups and saucers, frog hopping) Mats out – in pairs recap floor work to reinforce core skills. Apparatus out. Develop sequence; Rolls, rotations balances incorporating ways of travelling and the apparatus. Focus on fluency and control. Demonstrate to class in groups. Self assessment - worksheet. Assess against NC levels.	

https://www.youtube.com/watch?v=b9vqgCNb3rE&list=PL-V9SMkDjeRHHPgfD_TFGZoueGsK3sLOx&index=5

