

Physical Education

Gymnastics

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Self and Peer assessment tasks during lessons.</p> <p>End of topic summative assessment reflection from student and assessment from teacher.</p>	<p>Regular use of Tier 2 and 3 vocabulary.</p> <p>Key words on board every lesson.</p> <p>Homework tasks of different styles and choreography</p>	<p>Opportunities to lead others.</p> <p>Different role opportunities in the lesson such as judge, choreograph and coach.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 Gymnastics Scheme of Learning

Prior Learning: The majority of pupils will have little or no experience of Gymnastics.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence		Rules, Tactics and Strategies	Healthy Participation
<p>Functional Motor Skills</p> <ul style="list-style-type: none"> • Tension • Extension • Timing • Footwork drills <p>Where necessary focus on:</p> <ul style="list-style-type: none"> • Explore a range of movements using travel, rotation, and balance to link aesthetic movements. <p>Warm Up/Skill Games</p> <ul style="list-style-type: none"> • Musical Statues • Stuck in the Mud • Cones and Dishes <p>Ready Position, Movement and Sequence.</p>	<p>Aesthetic</p> <ul style="list-style-type: none"> • Forward Roll Tucked. • Tuck L-Support. • Straddle Stand. <p>Balance</p> <ul style="list-style-type: none"> • V-Sit. • Prone Support. • Shoulder Balance. <p>Travel</p> <ul style="list-style-type: none"> • Hop. • Skip. • Roll. <p>Mirror</p> <ul style="list-style-type: none"> • Pike. • Counterbalance. • Forward Roll. • Side Roll. 	<ul style="list-style-type: none"> • Timing • Position • Teaching points • How to move • When to move • Where to move <p>Aesthetic</p> <ul style="list-style-type: none"> • How something looks. <p>Canon</p> <ul style="list-style-type: none"> • Requires performers to take it in turns to perform a movement that is then identically copied and performed by others. <p>Unison</p> <ul style="list-style-type: none"> • This technique requires performers to move at the same time as each other. <p>Flight</p> <ul style="list-style-type: none"> • Allowing your body to leave the ground completely. <p>Balance</p> <ul style="list-style-type: none"> • An even distribution of weight enabling someone or something to remain upright and steady. <p>Travel</p> <ul style="list-style-type: none"> • Movement from one space to another. <p>Mirror</p> <ul style="list-style-type: none"> • Technique requires performers to do the same travel, jump, shape, or balance at the same time. <p>Levels</p> <ul style="list-style-type: none"> • The vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep. 	<p>Please see healthy participation SOL</p>

Year 7 Gymnastics Scheme of Learning

Risk Assessment

- Check equipment, Check area and surface, appropriate footwear, appropriate kit, no chewing gum, long hair tied back, no jewellery, sufficient warm up, teach pupils how to operate tables safely.

Resources

- Music
- Cones
- Mats
- Vault box
- Visual resources/task cards
- Video/ICT software
- Ribbons/ ball/hoops

Language for Learning/Key Words/Vocabulary

In addition to the key words and terms documented within the 3 Pillars of Progress.

- Aesthetic- how something looks.
- Canon- requires performers to take it in turns to perform a movement that is then identically copied and performed by others.
- Unison- this technique requires performers to move at the same time as each other.
- Flight- allowing your body to leave the ground completely.
- Balance- an even distribution of weight enabling someone or something to remain upright and steady.
- Travel- movement from one space to another.
- Formation- how a pair or group is set up and structured.
- Mirror- his technique requires performers to do the same travel, jump, shape, or balance at the same time.
- Levels- the vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep.

Assessment Methods

Formative Assessment

- I can statement, class discussion, quizzes, Q&A, recall activities, observation, peer-assessment, self-assessment, retrieval practice

Summative Assessment

- Data collect, school report, summative assessment, Bronze, Silver, Gold, Platinum.

Differentiation - SEN/G&T

- By task and outcome, consider how pupils are grouped, mixed ability, HAP, LAP, planning in relation to ongoing formative assessment, SEND provision, G&T provision, time to practice, revisit where necessary, different/modified equipment, TA support where applicable.

Extension and Enrichment

- Attend school-based dance or gymnastic activities club.
- Access links to local community-based clubs
- Take part in whole school performances at end of term celebration days.
- Watch quality performance live, on television or on the internet.

Cross Curricular Links:

- Literacy (key words), Citizenship (sportsmanship & cooperation) Science (muscle names, bodily functions, and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)

ICT

- YouTube, Video Analysis

Year 8 Gymnastics Scheme of Learning

Prior Learning: Pupils will have prior knowledge and skills from Year 7

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence		Rules, Tactics and Strategies	Healthy Participation
<p>Functional Motor Skills</p> <ul style="list-style-type: none"> Tension Extension Timing Footwork drills <p>Where necessary focus on:</p> <ul style="list-style-type: none"> Explore a range of movements using travel, rotation, and balance to link aesthetic movements. <p>Warm Up/Skill Games</p> <ul style="list-style-type: none"> Musical Statues Stuck in the Mud Cones and Dishes <p>Ready Position, Movement and Sequence</p>	<p>Aesthetic</p> <ul style="list-style-type: none"> Forward Roll Tucked. Tuck L-Support. Straddle Stand. Handstand Backwards Roll. <p>Balance</p> <ul style="list-style-type: none"> V-Sit. Prone Support. Shoulder Balance. <p>Travel</p> <ul style="list-style-type: none"> Hop. Skip. Roll. <p>Mirror</p> <ul style="list-style-type: none"> Pike. Counterbalance. Forward Roll. Side Roll. 	<ul style="list-style-type: none"> Timing Position Teaching points How to move When to move Where to move <p>Aesthetic</p> <ul style="list-style-type: none"> How something looks. <p>Canon</p> <ul style="list-style-type: none"> Requires performers to take it in turns to perform a movement that is then identically copied and performed by others. <p>Unison</p> <ul style="list-style-type: none"> This technique requires performers to move at the same time as each other. <p>Flight</p> <ul style="list-style-type: none"> Allowing your body to leave the ground completely. <p>Balance</p> <ul style="list-style-type: none"> An even distribution of weight enabling someone or something to remain upright and steady. <p>Travel</p> <ul style="list-style-type: none"> Movement from one space to another. <p>Mirror</p> <ul style="list-style-type: none"> Technique requires performers to do the same travel, jump, shape, or balance at the same time. <p>Levels</p> <ul style="list-style-type: none"> The vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep. 	<p>Please see Healthy Participation SOL</p>

Year 8 Gymnastics Scheme of Learning

Risk Assessment

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