

Topic name – Gymnastics			
Learning outcome: To ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary.			
Oracy <ul style="list-style-type: none">Developing sports commentary when performing final pieces.		Key Vocabulary: Sequences, front support, back support, teddy bear roll, backward roll to knees, unison, canon, hurdle step and arch.	
Experiences/Visits/Visitors (Inspiration) Children were exposed to elite athletes in this particular field, highlighting what key characteristics and abilities they have to perform their sport at the highest level.			
Subjects covered: PE			
PE threshold concepts Develop practical skills in order to participate, compete and lead a healthy lifestyle.			
This scheme of work will be structured all around gymnastics			
Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure
1. Partner sequence	Develop practical skills in order to participate, compete and lead a healthy lifestyle.	This activity shows that children can: <ul style="list-style-type: none">Plan, perform and repeat sequences.Move in a clear, fluent and expressive manner.Refine movements into sequences.	<ul style="list-style-type: none">Gymnastics sequences link together a variety of gymnastics actions from five categories: jumping, travelling, rolling, taking weight on hands and balancing. Interest can be added to sequences by using the movement

		<ul style="list-style-type: none"> • Show changes of direction speed and level during a performance. • Travel in a variety of ways including flight, by transferring weight to generate power in movements. • Show a kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape. 	<p>adaptations of where actions are done (e.g. level and direction), how they are done (e.g. quickly, slowly, gently) and with whom or what they are done (e.g. with a piece of equipment, with a partner). In Milestone 2, students would be expected to work with a partner, linking together approximately ten movements, taken from the five categories. This activity could be progressed to include increasingly more complex partner balances. This would move into the discipline of sports acrobatics.</p>
2. Vault	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>This activity shows that children can:</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction speed and level during a performance. • Travel in a variety of ways including flight, by transferring weight to generate power in movements. 	<ul style="list-style-type: none"> • This vault involves squatting onto and off a box or movement table placed lengthways. The vault relies on a correct run-up with the use of the hurdle step, which should be perfected onto a mat before the box or table is used. The gymnast performs a short run-up (three to five steps), performs the hurdle step, lands with two feet together and rebounds immediately, by bending the knees and pushing off, with a

		<ul style="list-style-type: none"> Show a kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape. 	<p>simultaneous arm swing up. The hands land on the box, the hips are lifted, then the knees are brought through for the feet to land together on the box. The gymnast then walks along the bench and performs a jump off the end.</p>
3. Target: Apparatus	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>This activity shows that children can:</p> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction speed and level during a performance. Travel in a variety of ways including flight, by transferring weight to generate power in movements. Show a kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body 	<ul style="list-style-type: none"> Gymnastics sequences link together a variety of gymnastics actions from five categories: jumping, travelling, rolling, taking weight on the hands and balancing. Interest can be added to sequences by using the movement adaptations of where actions are done, e.g. level and direction; how they are done, e.g. quickly, slowly or gently; and who or what they are done with, e.g. with a partner, or with a piece of equipment. In Milestone 2, students are expected to work with a partner, linking together approximately ten movements, taken from the five categories, performed on, along, under or over apparatus (to include wall bars, beams, ropes,

		parts to create an interesting body shape.	movement tables and mats, if available).
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