



Medium Term Unit Planning

PE - Rhythmic Gymnastics

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. Introduction to rhythmic gymnastics.	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> Include in a sequence set pieces, choosing the most appropriate linking elements. 	<p>Begin by watching extracts of rhythmic gymnastics performances using balls and hoops. Discussion about Japan who are currently pushing for rhythmic gymnastics to become a sport for men as well as women. In hall, with partners, exploring using the ball and incorporating into movements – passing, rolling, throwing etc using the video clips from earlier as inspiration. Discussion about whether movements are going to be mirrored or identical.</p> <p>Repeat with hoops, looking at swings, circles, rolls and spins. Do we prefer using the ball or the hoop? Why? Share some of our movements and peer review.</p>
2. Experiment with different rhythmic gymnastics equipment and begin the create sequences.	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> Include in a sequence set pieces, choosing the most appropriate linking elements. 	<p>Watch extracts of rhythmic gymnastics performances using clubs and ribbons.</p> <p>Repeat the processes of previous lesson, experimenting with movements incorporating ribbons. How does the ribbon differ from the other equipment? Begin to think about sequencing. What will an effective sequence include?</p> <p>Share some ideas and peer review.</p>
3. Work collaboratively to make decisions and create sequences	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and 	<p>Demonstrate how to perform cat leaps, split leaps and scissor jumps. Consider how these could be incorporated into sequences along with equipment. Children to work with a partner. Choose two pieces of equipment, eg. Two hoops, a ball and a hoop etc.</p> <p>Discuss what makes a good sequence (changing height and direction, different pathways, body shapes, flow etc)</p>



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		body rotation during floor performances.	Children to work with their partner to begin to compose a sequence incorporating their equipment. The sequence must contain at least one jump, one turn and one low element. As a bonus, can children include one of our new leaps and jumps into their sequence? Group together with another pair and share ideas so far. Give feedback about how their sequence meets the brief and any improvements that could be made.
4. Work collaboratively to make decisions and create sequences	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements 	Begin by recapping and practicing the new leaps and jumps introduced last week. Children to continue to work on their sequence, once reminded of the brief. Stop after 10 minutes. Children to share with the class some interesting and imaginative ways of moving/passing/throwing their equipment. Re-watch clip of professionals if necessary. Continue to practice sequences, so that they are learnt and can be performed from memory. Team up with another pair and film each other's sequences.
5. Evaluate and refine sequences	Develop practical skills in order to participate, compete and lead a healthy lifestyle	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements • Practise and refine the gymnastic techniques 	Begin by watching sequences from last week and identifying great examples of smooth transitions, incorporation of equipment and good aesthetics. Children to spend 15 minutes revisiting and refining their sequence, making sure that they have a starting and finishing position. Share final sequences with the class.