

Final Outcome: To design, perform and evaluate a routine consisting of balances, rolls and taking some of a partner's body weight.

Component 6: To design a routine of balances, jumps and rolls

What we will know after this sequence:

- Children will explore put balances together in a short routine, using jumping and rolling to move in and out of the balances.
- They will teach their routine to another group and evaluate their work.

Vocabulary: Control, tension, trust, balance, body weight

How will this feed into my next learning:

Pupils will use their knowledge of balances and rolls to evaluate their own and others' routines.

SEND: awareness of sensory sensitivities, support to enable effective group work, larger space to allow movement.



Component 4: To perform a balancing and rolling sequence using apparatus.

What we will know after this sequence:

- Children will learn to adapt and perform their balancing and rolling sequence to include apparatus.
- They will use control to balance and roll at different speeds and levels.

Vocabulary:

Rolling, balancing, apparatus, fluent, consistent control

How will this feed into my next learning:

Pupils will use their knowledge of balancing and rolling using apparatus when creating their complete routine.

SEND: awareness of sensory sensitivities, support to enable effective group work, increased space and protection around apparatus.

Component 5: To be able to take a partner's body weight.

What we will know after this sequence:

- Children will explore balancing while taking a partner's body weight showing control and accuracy.
- They will learn which parts of the body are safe to put weight on.

Vocabulary:

Control, tension, trust, balance, body weight

How will this feed into my next learning:

Pupils will be able to use their knowledge of balancing while taking a partner's body weight when creating and evaluating a routine.

SEND: awareness of sensory sensitivities, support to enable effective group work, larger space to allow movement, generate safety vocabulary with peers.

Component 3: To create a routine of balancing and rolling movements

What we will know after this sequence:

- Children will learn to combine balancing and rolling movements in a routine.
- They will perform individual rolls and balances with accuracy and control.
- They will link balances or change direction within a sequence using a roll.

Vocabulary: Control, fluidity, variation, linked

How will this feed into my next learning:

Pupils will use their knowledge of creating a balancing and rolling routine to perform a sequence using apparatus.

SEND: awareness of sensory sensitivities, larger space to allow movement.

Component 2: To improve and refine my rolling technique.

What we will know after this sequence:

- Children will evaluate and improve their rolling using forwards, backwards and sideways rolling.
- They will demonstrate control and creativity by changing speed and direction.

Vocabulary:

Backwards roll, forwards roll, tuck shape, teddy bear roll, squat, momentum

How will this feed into my next learning:

Pupils will use their knowledge of rolling to create a rolling and balancing routine.

SEND: awareness of sensory sensitivities, larger space to allow movement.

Component 1: To develop my technique and understanding of rolling forward and sideways.

We should know:

That in gymnastics, rolling is used as a linking activity in routines.

What we will know after this sequence:

- Children will be able to develop their technique and understanding of rolling forwards and sideways.
- They will show control and changes of speed and direction and offer feedback on the performance of others.

Vocabulary: Control, tuck, straight, straddle, sequence

How will this feed into my next learning:

Pupils will be able to discuss how to rolling forwards and sideways effectively. This will be used to refine their forwards, backwards and sideways rolls.

SEND: Pre-teach unit vocabulary, awareness of sensory sensitivities, larger space if needed to allow movement.

