



Component 6:

What we will know after this sequence:

- How to make simple improvements to their own paired sequence
- How to explore creative ways of using the apparatus to improve the quality of sequence
- How to perform a longer partner sequence choosing variations in matching and mirroring linked fluently

Vocabulary:

Mirroring, sequence, matching, refine, fluency

How will this feed into my next learning:

I will use my knowledge of paired sequences to further explore choreographing and gymnastic skills in my next gym unit in Year 6.

SEN:

Carefully choosing partners for the sequence. Pre-teaching vocabulary. Awareness of pupils with hypermobility and dyspraxic tendencies. Social story of how to use apparatus safely if needed. Snacks before exercise for specific pupils.

Component 4:

What we will know after this sequence:

- How to memorise the routine and perform on apparatus showing control and accuracy
- How to extend their original routine using more creative partner balances on different levels and different body parts in contact
- How to perform a longer sequence linking more challenging balances smoothly using a variety of linking actions.

Vocabulary:

Counter balance, counter tension, sequence, link, levels, contact,

How will this feed into my next learning:

I will use my knowledge of 'counter balance' and 'counter tension' with a partner on apparatus to choose and perform suitable matched actions within a paired sequence and make assessments of others.

SEN:

Carefully choosing partners for the sequence. Pre-teaching vocabulary. Awareness of pupils with hypermobility and dyspraxic tendencies. Social story of how to use apparatus safely if needed. Snacks before exercise for specific pupils.

Component 5:

What we will know after this sequence:

- How to perform a short routine including balances, rolls and travelling matching a partner showing control and accuracy
- How to choose appropriate actions to link together smoothly and make suitable assessments using criteria
- How to evaluate own and others performances using appropriate terminology to describe technique and composition

Vocabulary:

Matching, mirroring, linking, fluency, body tension, synchronization, linking,

How will this feed into my next learning:

I will use my knowledge of assessing others to develop and refine my own paired sequence using apparatus.

SEN:

Carefully choosing partners for the sequence. Pre-teaching vocabulary. Awareness of pupils with hypermobility and dyspraxic tendencies. Social story of how to use apparatus safely if needed. Snacks before exercise for specific pupils.

Component 3:

What we will know after this sequence:

- How to copy and repeat simple partner balances on different levels showing control and accuracy
- The meaning of the terms 'counter balance' and 'counter tension' and choose suitable actions to link safely and accurately in a sequence
- How to link more challenging balances with different body parts in contact together smoothly



Vocabulary:

Counter balance/counter tension, push, pull,

How will this feed into my next learning:

I will use my knowledge of performing a 'counter balance' and 'counter tension' with a partner to then explore how to do this using apparatus.

SEN:

Carefully choosing partners for the sequence. Pre-teaching vocabulary. Awareness of pupils with hypermobility and dyspraxic tendencies. Social story of how to use apparatus safely if needed. Snacks before exercise for specific pupils.

Component 2:

What we will know after this sequence:

- The meaning of 'mirroring' and 'matching' and choose suitable actions and balances to link within a sequence
- How to start to show fluency and accurate timing when linking mirrored and matched movements together

Vocabulary:

Match, mirror, body tension, clarity of shape, sequence,

How will this feed into my next learning:

I will use my knowledge of 'matching' and 'mirroring' to then explore ways of performing a 'counter balance' and 'counter tension' with a partner.

SEN

Carefully choosing partners for the sequence. Pre-teaching vocabulary. Awareness of pupils with hypermobility and dyspraxic tendencies. Social story of how to use apparatus safely if needed. Snacks before exercise for specific pupils.

Component 1:

We should know:

- How to copy and repeat individual balances showing control and accuracy
- How to copy and repeat simple partner balances
- What is meant in terms of 'levels' in gymnastics sequences
- A range of balances, rolls and travelling pathways

What we will know after this sequence:

- The difference between symmetrical and asymmetrical and link balances together with good body tension
- How to move into and out of symmetrical and asymmetrical shapes using different actions on different levels

Vocabulary:

Symmetrical, asymmetrical, links, balances, levels, shapes, pathways, control,

How will this feed into my next learning:

I will use my knowledge of symmetrical and asymmetrical body shapes to develop my understanding of 'matching' and 'mirroring' a partner.

SEN:

Carefully choosing partners for the sequence. Pre-teaching vocabulary. Snacks before exercise for specific pupils.

