

Component 6: Pupils' performance.

What we will know after this sequence:

- Pupils will be able to develop and further refine their routine on large apparatus and around the floor.
- Pupils will be able to compose a four move sequence on large apparatus.
- Pupils will be able to develop and evaluate of a performance against a set criteria.
- Pupils will be able to warm up under over, across and around the apparatus.
- Pupils will be able to on apparatus compose a 4 move sequence in groups-emphasis on quality of movement, performance and control,
- Pupils will be able to show their routine in groups and evaluate each other's.



Vocabulary: performance, effort, style, grace, ready position, posture.

How will this feed into my next learning: Children feel confident as gymnasts to discuss their routine and feedback to others.

SEND: Children to feel happy and ready to perform - support from Ta.

Component 4: Linking jumps, movements and rolls.

What we will know after this sequence:

- Pupils will be able to develop the ability to evaluate a performance against an agreed class set of criteria.
- Pupils will be able to jump, twist are good link movements. They allow a change of direction to be made fluently.
- Pupils will be able to use benches and work individually complete a sequence with rolls and jumps, twists. Use floor space surrounding mat and a good pathway to a sequence.
- Pupils will be able to perform the sequence to rest of group and evaluate if the pupils have met the task.



Vocabulary: linking, movement, grace, style.

How will this feed into my next learning: All skills will combine in the final performance.

SEND: Support from a Ta and image cards/video clips to show each of the different rolls and how to perform them.

Component 5: To create a routine including all movements.

What we will know after this sequence:

- Pupils will be able to understand and follow the safety procedures when getting out equipment.
- Pupils will be able to develop a routine on their own including rolling on large apparatus.
- Pupils can use rolls, jumps, slide, moving on, over and around apparatus using different pathways.
- Pupils know how to put away equipment.

Vocabulary:

Safety, rick, hazard, linking, movement, routine.

How will this feed into my next learning: Pupils will all be able to safely support the teacher to get out equipment.



SEND: Children are supported in small groups to work on their routine and share ideas with others.

Component 3: Jumping and rolling.

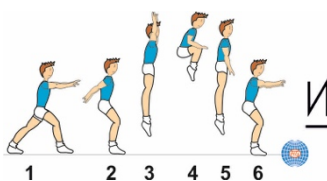
What we will know after this sequence:

- Pupils will be able to develop basic jumps and rolls off a bench.
- Pupils will be able to link together jumps and rolls and compose a sequence.
- Pupils come up with other types of jumps, including shapes, star, tuck, pike, and stretched.

Vocabulary: triceps, hamstrings, quadriceps, tuck, stretch, pike.

How will this feed into my next learning:

Pupils will feel confident to demonstrate different jumps.



SEND: Support from a Ta and image cards to show each of the different rolls and jumps and how to perform them.

Component 2: Exploring movement and travel.

What we will know after this sequence:

- Pupils will be able to travel showing different heights and levels.
- Pupils will be able to develop and explore different ways to move across and along a bench.
- Pupils will be able to develop the ability to link different moves together

Vocabulary: Jump, land, slide, slowly, biceps, high, low.

How will this feed into my next learning: Pupils will include these levels and range of heights reached in their final routine.

SEND: Video demonstrating some of the movements shown to children ahead of lesson.



Component 1: Different types of rolls.

We should know: That there are a range of different gymnastics styles, rolls and movements.

What we will know after this sequence:

- Pupils will be able to recognise and follow safety procedures in gymnastics.
- Pupils will be able to develop and refine different ways to travel around the hall.
- Pupils will be able to further develop basic rolls.

Vocabulary: Jump, land, slide, slowly, forward roll, teddy roll, backward roll. biceps.

How will this feed into my next learning: Pupils will be able to include a range of rolls in their own routines.

SEND: Support from a TA and image cards to show each of the different rolls and how to perform them.

