

Final Outcome: To improve our own personal gymnastics skills and be able to perform a routine from memory to an audience.

Component 4: To choose appropriate actions to create a body management routine and perform it to their peers.

What we will know after this sequence:

- Pupils will be able to repeat and remember a sequence to include: shapes, jumps, travelling and balances.
- Pupils will be able to remember a longer sequence showing a good variety of actions smoothly linked.
- Actions chosen by pupils show good flexibility and strength and they can explain their sequence using accurate terminology.
- Children to travel around the mats in different ways dictated by the lead child on teachers command the lead child performs a range of different shapes.

Vocabulary: Body tension, linked, extension, japana, half lever.

How will this feed into my next learning:

Pupils will be able to demonstrate their own routines performed with precision using their memories without being prompted.

SEND: Videos and step by step image cards used.



Component 5: To choose appropriate actions to create a floor routine.

What we will know after this sequence:

- Pupils will be able to repeat and remember a sequence to include: travelling actions, rolls, balances and jumps.
- Actions chosen by pupils show challenge and excellent body tension and the sequence is performed fluently.
- Pupils can create and remember a longer sequence with limited prompts. Actions chosen show improvements in body tension and extension.
- Pupils can perform their own floor routine to another different child and using their feedback develop and improve it further.

Vocabulary: Body tension, extension, movement, memory.

How will this feed into my next learning:

Pupils will be confident to perform their own floor routines and to give advice to others.

SEND: Support for those who struggle to generate floor ideas. Videos and step by step image cards used.



Component 3: To copy key actions from a floor routine.

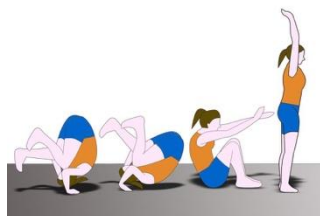
What we will know after this sequence:

- Pupils will be able to perform a floor routine with good body tension throughout and smooth links between actions.
- Pupils will be able to perform a forward roll – starting in a crouched position on their feet with knees bent. Hands flat on mat with fingers pointing forwards. Glue chin the chest to keep head tucked in. Start to lift bottom slowly and rock forwards putting weight onto hands. Look at feet throughout.
- Pupils will be able to perform a backward roll – Hands, palm upwards underneath ears throughout. When rocking back make sure hands are flat on mat palms down.

Vocabulary: rock, pals, roll, sequence, cartwheel, shoulder stand, side support.

How will this feed into my next learning: Pupils will Children to work in pairs numbered 1 & 2. Number 1's are gymnast 1st and number 2's are coach first. Children to work on either Step 2 or Step 3 Floor Routines depending on ability. Using the routine sheets coaches to assist gymnast working through 1 line of the routine at a time before swapping roles Coach/Gymnast.

SEND: Support for those who struggle to fully roll over. Videos and step by step image cards used.



Component 2: To improve and develop a body management routine using evaluations.

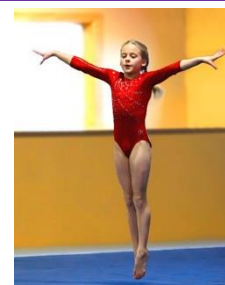
What we will know after this sequence:

- Pupils will be able to use gymnastic language when evaluating performances.
- Pupils can remember the routine without prompts and smooth links between actions.
- Evaluations given to the class are always detailed and use improved gymnastic language.
- Pupils can ensure that their shapes/balances are held for '5 gymnasts' 1 to get into the balance ...2....3...4 to hold the balance with control 5 to move smoothly out of balance.
- Pupils can you show body tension and extension in every action.

Vocabulary: body tension, quality of shape, extension

How will this feed into my next learning: Pupils will be able to complete their final performances. Children to choose to perform either Step 2 or Step 3 depending on their confidence and ability. Children will now have a lot more space to perform their routines successfully. Coaches sit around the perimeter of the rectangle with routine sheet only prompt when required by their gymnast. Children to perform in 2 or 3 separate groups depending on class size.

SEND: Support of an extra adult to carry out evaluations and give feedback. Vocab cards and communication in print used too.



Component 1: To copy key actions from a body management routine.

We should know: How to move with tension in our bodies and how to perform a gymnastics routine with poise and clearly developed body movements to our audience.

What we will know after this sequence:

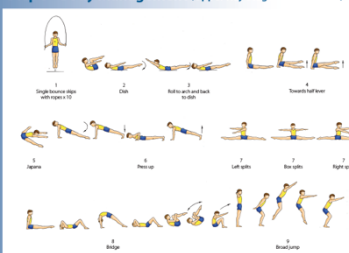
- Pupils will learn about the British Gymnastics Key Steps Routines. These are routines used in Key Steps Gymnastics competitions. Body Management is 1 of 3 routines completed by gymnasts to improve their control, flexibility and strength.
- Pupils will learn how to imitate most of a Body Management routine with control and body tension.
- Pupils will be able to copy a Body Management routine with good body tension throughout and smooth links between actions.
- Pupils will know how to perform an arch, speed bounce, tucked dish, straddled legs when a corresponding command number is called out.

Vocabulary: Body tension, half lever, japana, control, strength, flexibility.

How will this feed into my next learning: Pupils can talk confidently to their partner about their routine and use the correct gymnastics terminology when supporting and prompting.

SEND: Vocab cards and images used to explain movements and ways of travelling around the hall.

Step 3 - Body Management (Upper Key Stage 2 - Years 5 & 6)



STEP THREE

