



## YEAR 8 GYMNASTICS LEARNING PROGRAMME

This unit I will be learning about gymnastics		The key vocabulary that I will learn this unit are...
<p><b>By the end of this unit, students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate skills and abilities individually and in combination</li> <li>focus on developing stability when holding their own body position and when supporting a partner</li> <li>incorporate control, precision and aesthetics into sequences showing creativity</li> <li>evaluate and assess movements to improve sequences</li> </ul>		Analyse Performance Overcome fear Improvement Balance Twist Flight Pike Straddle Tuck
Week's Learning	Literacy Links	Homework
<p><b>Focus 1 – Partner work</b></p> <p>Recap basic movement skills including jumps, rolls and travel. In pairs, create a small sequence following the criteria, for example: two rolls, 3 different ways of travelling and 4 different jumps.</p>	<p><b>I will use these literacy skills...</b></p> <p>Speaking and oracy skills developed when learning new keywords associated with gymnastics.</p>	<p><b>Students are expected to attend at least 1 extra-curricular club during lunch time or after-school</b></p>
<p><b>Focus 2 – Counter balance/counter tension – Partner work</b></p> <p>Working in pairs performing movements that work on counter-balance and counter-tension. Understand different levels and the meaning of unison and add this into the sequence. Create a sequence using criteria.</p>	<p>Pupils will describe and explain how they are attempting the moves when questioned with an emphasis and key words.</p>	
<p><b>Focus 3 – Balance – Individual/Partner work</b></p> <p>Refine basic balances on different body parts, including support of hand and/or head stands. To understand the importance of aesthetics and fluency in routines. To develop how to recognise good performance in simple gymnastics routines and suggest reasons for this. Try more difficult balances and add more people into the sequence.</p>	<p>Student will learn new words when new equipment has been added in to increase the vocabulary.</p>	
<p><b>Focus 4 – Balance – Partner &amp; Group work</b></p> <p>To accurately replicate partner/group balances. Understand the principle of centre of mass and associated changes. To develop their understanding and knowledge of body tension and fitness. How to recognize good performance in developing gymnastics routines.</p>	<p>Student leadership in the group will let students become a coach to give other students feedback with relevant vocabulary.</p>	
<p><b>Focus 5 – Balance – Development of group balances</b></p> <p>To develop partnered balances using the concepts developed. To replicate balances using counter-balance/tension to maintain stability. To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful. Create a balance using more people and using different body parts.</p>	<p>Formulate an explanation and present to class. All answers are in full sentences explaining how to complete a technique with maximum flair.</p>	
<p><b>Focus 6 – Assessment</b></p> <p>To improve pupils' appreciation of performance and ways of improving. Create simple routines for individual and partner work. Link skills to create simple routines for assessment of own and others' work. To know their own KS3 level and ways of improving. Feedback to groups on areas to develop and strengths</p>	<p>Speaking and oracy skills. Pupils' organisational skills and management of people skills practised through speaking to their peers.</p>	
<b>Sequencing</b>		

<p><b>How this unit builds on prior learning:</b></p> <p>Builds on skills developed in primary school and also in dance — movement and awareness of the body.</p>	<p><b>How this unit leads to future learning:</b></p> <p>Prepares students for other sports by improving components of fitness such as flexibility and balance.</p>
<p><b>Resources to support:</b>  <a href="http://www.british-gymnastics.org">www.british-gymnastics.org</a></p>	
<p><b>Social, Moral, Spiritual, Cultural and British Values linked to this learning programme:</b></p> <p>Pupils experience working together to achieve the same goal.          Success and feel good factor.          Leadership, teamwork, decision making, emotional literacy, dealing with success and error.          Pupils' morality tested with being safe and stylish.          Pupils' empathy tested when trying to aid with coaching and guidance.          Pupils' organisational skills and management of people skills practised when judging or coaching.          Homework to find out what our country is doing about parkour and how global it actually is.</p>	
<p><b>Assessment:</b>          Head, heart, hands assessment.</p>	