

Intent – For students to become competent, confident and masters in a broad range of physical activities and sport. To be able to analyse and evaluate their own and peer’s performance. Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life. To understand and apply long-term participation health benefits of physical activity that promotes an active healthy lifestyle.

	Year 7					Year 8					Year 9					Year 10					Year 11									
	Big Picture- Understand basic skills and choreographic principles used in gymnastics. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big picture- Develop ability to perform a range of individual, paired and group balances and perform a sequence as part of a small group. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To develop ability to use a range of gymnastic apparatus and perform advanced skills in a routine. Analyse own performance compared to previous ones and demonstrate improvement to achieve personal best.					Big Picture- To master skills, techniques and tactics and strategies to overcome opponents. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.					Big Picture- to develop all round learners with the use of Sport Education with the development of a team mentality. Evaluate their performances compared to previous ones demonstrating improvement across a range of skills, tactics and strategies.									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5
	L2 Travel – rock and rolling actions	L2 Evaluate and improve routine using choreographic principles.	L2 Balance (paired work)	L2 Apparatus introduction	L2 Performances- evaluation.	L2 Recap balance – Patch and point	L2 Pair routines with apparatus	L2 Explore group balances with apparatus	L2 Develop routine adding choreographic principles	L2 Performances – evaluation.	L2 Flight using spring board and trampet	L2 Flight – vault long ways	L2 Plan and prepare a group display using apparatus	L2 Plan and prepare a group display using apparatus	Final performances- take on the role of a gymnastics judge.															
	L1 Travel- stepping actions	L1 plan and perform a routine incorporating skills learnt so far	L1 Balance (individual work)	L1 Develop routines to incorporate balance.	L1 Small group routine using a piece of apparatus.	L1 Rotation and jumps – create routine	L1 Counter balance and counter tension	L1 Group balances	L1 Plan and prepare a group balance sequence using apparatus	L1 Perform and evaluate your own and others performances	L1 Flight-introduction Skill development	L1 Flight using the vault – jumping on and off	L1 Plan and prepare a group display using apparatus	L1 Plan and prepare a group display using apparatus	L1 Perform and evaluate your own and others performances															
End Point	At the end of the year 7 gymnastics unit students will be able to: 1. Perform a range of basic gymnastic movements 2. Know how to create a simple routine 3. Understand how to use equipment safely They will be able to do this by: • Practicing a variety of gymnastic skills • Planning and performing a simple routine • Using a variety of equipment					At the end of the year 8 gymnastics unit students will be able to: 1. Perform a range of individual, paired and group balances 2. Use choreographic principles and create a group routine 3. Evaluate and improve a performance They will be able to do this by: • Experimenting with resources and practising balances of varying difficulty • Planning and performing a group balance routine • Observing the performances of other groups and suggesting strengths and weaknesses.					At the end of the year 9 gymnastics unit students will be able to: 1. Perform a variety of vaults 2. Create a group performance incorporating skills learnt in Yr 7, 8 and 9. 3. Understand how to judge a performance and award a score. They will be able to do this by: • Practising a range of vaulting movements • Working on different apparatus and applying the skills learnt over the past three years to plan and perform a group display. • Taking on the role of a judge and following a BG judging criteria.																			

<p>Progress and Assessment</p>	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different gymnastics terminology. Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u> Students will be assessed on the techniques they can demonstrate of taught skills using the gym equipment.</p>	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different gymnastics terminology. Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u> Students will be assessed on the techniques they can demonstrate of taught skills using the gym equipment.</p>	<p><u>Head</u></p> <ul style="list-style-type: none"> Students will be assessed on their knowledge of different gymnastics terminology. Students questioned on Theory content embedded in the lesson through the use of flipped learning homework tasks. <p><u>Heart</u></p> <ul style="list-style-type: none"> Students given an ATL score based upon active participation, communication, leadership, effort and attitude in lessons <p><u>Hands</u> Students will be assessed on the techniques they can demonstrate of taught skills using the gym equipment.</p>		
<p>Key Vocabulary/ Literacy</p>	<p>Body tension Rebound Stretch Travel Counter balance Rotation Evaluation/ Analysis</p>	<p>Body tension Rebound Stretch Travel Counter balance Rotation Evaluation/ Analysis</p>	<p>Body tension Rebound Stretch Travel Counter balance Rotation Evaluation/ Analysis</p>		
<p>Connected Knowledge <i>Connectives to ??????</i> <i>Theme/topic/year group?</i> <i>Cross-curricular themes?</i></p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>	<p>V CERT Health and Fitness Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. BTEC Sport Level 3 Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise. A Level PE Types of joint, movement available at a joint, names of bones, names of muscles, importance of a warm-up and cool down, short term effects of exercise.</p>		
<p>Impact</p>	<p>Links to NCPE of assessment and evaluation of own and peers skills. Links to NCPE with Use a range of tactics to overcome opponents in a team sport. assessment</p>				