



YEAR 6

Gymnastics

Scheme of Work

Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Key Skills

- Physical: Straddle roll
- Physical: Forward roll
- Physical: Backward roll
- Physical: Counter balance
- Physical: Counter tension
- Physical: Bridge
- Physical: Shoulder stand
- Physical: Handstand

- Physical: Cartwheel
- Physical: Headstand
- Physical: Vault
- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences

Learning Objective

LESSON 1	To be able to develop the straddle, forward and backward roll.
LESSON 2	To develop counter balance and counter tension.
LESSON 3	To be able to link partner balances into a sequence.
LESSON 4	To be able to perform inverted movements with control.
LESSON 5	To be able to perform the progressions of a headstand and a cartwheel.
LESSON 6	To be able to use flight from hands to travel over apparatus.
LESSON 7	To develop group balances and sequence work.
LESSON 8	To be able to create a group sequence using formations and apparatus.

Assessment Criteria

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- I understand what counter balance and counter tension is and can show examples with a partner.
- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can suggest changes and use feedback to improve a sequence.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.

Links to the National Curriculum

ENGLISH

- Learning of key vocabulary - inversion, symmetrical, asymmetrical, counter balance, counter tension
- Understand and safely follow instructions
- Structuring and providing feedback to others
- Reading and understanding resource cards

MATHS

- Creating an understanding of inversion through shoulder stands, bridges, cartwheels and headstands
- Mirroring and matching movements
- Creating symmetrical and asymmetrical shapes

SCIENCE

- Developing an understanding of momentum and how it helps to build force and enable rolls
- Learning the names of muscles in body tension exercises

Health and Safety

For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' 'Safety in Partner Balances,' and 'Rolls'.