

YEAR 7 PERFORMANCE STUDIES (PE) GYMNASTICS SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 / 3 Vocabulary taught:
<p>Experience of gymnastics is varied but KS2 should be focussed around strength, flexibility control and balance. Most student should have experienced these basics as a platform to build on. A few students may be part of a gymnastics club outside of school and this will be taken into consideration when planning lessons in order to challenge all students.</p> <p>Students should focus on improving techniques at KS3 and KS4 in order to improve performance.</p> <p>The unit is sequenced so that the basics can be developed (for those that need it) before challenging pupils with some of the more advanced agilities. Students will be stretched but the difficulty gradually increased in order to maximise progress. Students will also be taught how to effectively support a partner so that more advanced agilities can be taught in a controlled environment. The unit will be sequenced so that each lesson students can pick up new learning to add to their routine whilst practicing and refining their performance ready for assessment.</p>	<p>Students will develop three key areas in year 7 gymnastics</p> <ol style="list-style-type: none"> 1. Perform balances and agilities to develop a floor routine. 2. Perform travels to link up your floor routine. 3. Perform counter balances and tensions with good extension, posture and control and apply within a routine. <p>Students will develop knowledge of how to safely apply agilities of varying difficulties so that students are challenged but remain safe at all times. They will learn the different types of balances and locomotion before creating routines. Students will also gain confidence with skills in order to fully apply them to competitive situations. Through constant feedback and critique, students will develop awareness of what makes a good performance so students can analyse their own and other's performance in order to improve.</p>	<p>Aesthetic <i>Adjective: concerned with beauty or the appreciation of beauty.</i> <i>Noun: a set of principles underlying the work of a particular artist or artistic movement.</i></p> <p>Coordination <i>noun : the ability of parts of things to work together smoothly</i></p> <p>Flexibility <i>noun : the ability to bend without breaking; the ability to change as outside circumstances change</i></p> <p>Balance <i>an even distribution of weight enabling someone or something to remain upright and steady.</i></p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<p>Throughout the scheme of learning, teachers will use various approaches to support lower ability students and stretch more gifted gymnasts.</p>	<p>Wider World Students will be taught about the global gymnastic competitions e.g. The Olympics,</p>	<p>Trip to UEA Sports Park to use their gymnastics centre and receive high level coaching.</p>

<p>There will be a range of abilities in a PE class due to various experiences with gymnastics.</p> <p>Higher achievers (after a risk-assessment) will be given the opportunity to develop some of the more advanced agilities. If they are club level this may include being able to practice some of the skills learned outside of the classroom.</p> <p>More advanced gymnasts will also be paired with students of the same ability to ensure progress can be made.</p> <p>For students who find the gymnastics difficult, the activity and skills will be adapted and scaffolded so that students can still make good progress. For example, working in small groups so additional support can be put in place for agilities or using a 'roll-wedge' to make the agilities easier to perform while they develop the confidence.</p> <p>These strategies enable all students, regardless of SEND requirement to make progress and enjoy the unit.</p>	<p>World Championships and the 2020 Gymnastics World Cup.</p> <p>Success should be highlighted and examples used to inspire and encourage. The unit should showcase the country's recent success in the sport and its development since London 2012.</p> <p>Social Issues The unit will tackle the stereotype of gymnastics being a 'girls sport' and should use examples of good male role-models to inspire and breakdown this stereotype. E.g. Joe Fraser and Giarnni Regini-Moran.</p>	<p>In year 7 students are taught what it is to be a 'gymnast. For example the importance of what to wear, how to conduct oneself when performing and their demeanour when entering the gymnasium. For example students should all have shirts tucked in, hair tied back and sit with their legs straight (where possible) with hands on their laps.</p> <p>Students are spoken to about the local gymnastic clubs in order develop further outside of school.</p>
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>The Acle Academy values are a focal point within the unit and discussed throughout when planning and devising their routine for assessment.</p> <p>One part of the assessment is a peer assessment task with a criteria for students to critique each other's work. How to give feedback so that it is constructive and non-offensive is explicitly taught in order to develop more formal social skills.</p> <p>The unit will tackle the issue of gymnastics being seen as 'girls sport' and should use examples of good male role-models to inspire and breakdown this stereotype. E.g. Joe Fraser and Giarnni Regini-Moran.</p>	<p>Gymnastics forms natural links to dance so students who have not taken part in gymnastics before but have experienced dance can use their dance experience in order to progress at a faster rate.</p> <p>Links with other subjects include Character & Culture as there are a few issues that are worthy of a thorough discussion. E.g Gender stereotyping and myths surrounding gymnastics and eating disorders.</p> <p>Literacy is developed through the tier 2/3 words that are taught and students are encouraged to use this vocabulary when talking about their own and other's</p>	<p>Common misconception are:</p> <ul style="list-style-type: none"> • Gymnastics is a girls' sport • You need to go to a club to be successful • Many gymnastics have an eating disorder • A routine is ruined if you mess up a bit <p>These issues will be tackled in an appropriate and timely way. It will be done in a sensitive way, for example explain that</p>

	<p>routines. This helps broaden their subject specific vocabulary but also their speaking and listening skills.</p>	<p>most gymnasts are small but muscular and that they are skinny due to the training and having a lanced diet.</p>
<p>Assessment timeline:</p>		
<p>The key skills and concepts will be assessed lesson by lesson formatively. Teacher assessment will be on-going throughout the unit in order to make rapid progress with their floor routine. Other assessments will be a self-assessment task using the faculty's iPads in order to record and analyse their own performance. Towards the end of the unit there will be a peer assessment tasks using a criteria where students will give constructive feedback using a specification and key words.</p> <p>Teachers will provide extension tasks or increase the complexity of an activity so students are continually challenged. The final lesson of the scheme of learning will be a performance piece to enable the teacher to derive a 'Head' and 'Hands' level for the skills and concepts. The 'Heart' level will be derived lesson by lesson and will be an average from across the unit.</p>		
<p>Home learning</p>		
<ul style="list-style-type: none"> • Where possible, students are encouraged to watch the gymnastics competitors that take place. E.g Olympics (when possible), Commonwealth games and the Gymnastics World Cup (2020) • Olympics floor routines - https://www.youtube.com/watch?v=hjoDzK0siaM • Basic balances - https://www.youtube.com/watch?v=ReUtWiqQacc • Example paired balances and counter tensions - https://www.youtube.com/watch?v=hvxefm0Qjk&t=35s • When this is not possible YouTube links are providing so students can report back on a professional performance • Written home learning may include a written report based on their routine from the self-evaluation task 		
<p>Feedback</p>		
<p>This unit students will have 3 main forms of assessment; teacher, peer and self. Teacher feedback will be on-going throughout the unit in order to make rapid progress. The self-assessment task will use the faculty's iPads in order to record and analyse their own performance. Towards the end of the unit there will be a peer assessment tasks using a criteria where students will give constructive feedback using a specification and key words.</p> <p>Lesson feedback from the teacher will be purely verbal and specific to the lesson objective. Teachers will observe students performing skills in both the skill development section and conditioned game section of each lesson. The teacher should aim to provide one piece of feedback on skill development or/and one on the conditioned game every lesson for every child. This will vary due to the size of groups and nature of the activity.</p>		

Written feedback will be used for any extended written home learning completed this unit.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													