



## Physical Education – Spring 1 - Cycle A 2022/23 – Class 5 – Year 6 Gymnastics 1

<b>Knowledge (NC)</b> To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Markers for Assessment</b> <ul style="list-style-type: none"> <li>• Can perform a sequence of movements – showing balance, control, strength and flexibility</li> <li>• Can perform with a partner</li> <li>• can perform with a group</li> </ul>	<b>Below</b>	<b>Above</b>
<b>Skills</b> To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances.  <b>Character</b> Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances. Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances using apparatus. Responsibility- To plan and organise so that as a group we complete the group balance to the best of our ability. To recognise strengths and areas for improvement in their performance.	<b>Markers for Assessment</b> <b>Counter balance</b> <ul style="list-style-type: none"> <li>• Push against each other with hands/feet/backs close together</li> <li>• Start with feet closer together apart and then gradually move them further apart until you are both in a counter balance</li> <li>• Good extension</li> <li>• When pushing, the further apart the bases are the harder it becomes</li> </ul> <b>Counter tension</b> <ul style="list-style-type: none"> <li>• Start with bent arms close together</li> <li>• Start with feet further apart</li> <li>• Gradually lean away from each other</li> <li>• Hold wrists NOT hands</li> <li>• Good extension</li> <li>• To come back together pull back together then release</li> </ul> <b>Sequence using apparatus to include</b> <ul style="list-style-type: none"> <li>• Counter balance – using apparatus</li> <li>• Counter tension balance – using apparatus</li> <li>• Other gymnastic actions i.e. travel, jump, roll</li> </ul> <b>Quality of movement</b> <ul style="list-style-type: none"> <li>• Good extension</li> <li>• Move fluently into and out of counter balance and counter tension from other action</li> </ul> <b>Sequence including</b> <ul style="list-style-type: none"> <li>• Counter balance</li> <li>• Counter tension balance</li> <li>• Group balance</li> </ul> <b>Sequence must have</b> <ul style="list-style-type: none"> <li>• Paired balance</li> <li>• Group balance</li> </ul>	<b>Below</b>	<b>Above</b>

	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Roll</li> <li>• Jump</li> <li>• Unison</li> </ul> <p>Quality of movement</p> <ul style="list-style-type: none"> <li>• Good extension</li> <li>• Move fluently into and out of paired and group balance from other actions</li> <li>• Flow and variety of linking actions</li> </ul>		
<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• To develop flexibility, strength, technique, control and balance.</li> </ul>	<p><b>Vocabulary</b></p> <p>hop, skip, jump, run, run forwards backwards, sideways  quality, movement, extension, balance, counter balance, speed, direction,  speed, counter tension, mirrored balance, matched balance, paired balance, group  balance, unison, gymnastic sequence, flow, variety, linking actions</p>		
<p><b>Prior Skills</b></p> <p>To perform partner balances.  To create a simple sequence of matched and mirrored partner balances.  To perform a range of counter-balance actions with a partner.  To know the difference between counter balance and counter tension.  To perform a range of counter-tension actions with a partner.  To create a gymnastic sequence with counter balances and counter tension with a partner.  To evaluate and recognise their own success.</p>			
<p><b>Questions (potential 'hook' questions for lessons)</b></p> <ul style="list-style-type: none"> <li>• How can you move into and out of a counter balance smoothly?</li> <li>• How could we add in another one person to these paired balances?</li> <li>• Can we add a link using hands?</li> <li>• What makes a good balance when using the apparatus?</li> <li>• What pieces of apparatus can you use for support?</li> <li>• Why is it important to take turns when moving on the apparatus?</li> <li>• Do you think you will need to adapt your group balance?</li> </ul>	<p><b>Cross-Curricular/Enrichment</b></p> <p><b>SCIENCE</b>  Forces – balance and counter-balance, tension, actions and reactions, opposing forces</p> <p><b>PSHE</b>  Trust and relationships</p> <p><b>Diamond 9</b>  Collaboration</p>		