



Physical Education – Spring 2 - Cycle A 2022/23 – Class 5 – Year 6 Gymnastics 2

<p>Knowledge (NC) To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Markers for Assessment Can perform a sequence of movements – showing balance, control, strength, and flexibility. Can perform with a partner. Can perform with a group.</p>	<p>Below</p>	<p>Above</p>
<p>Skills To demonstrate a part weight bearing balance. To create a sequence of gymnastic actions, paired and group balances using apparatus. To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. Character Resourcefulness - To make positive suggestions to my partner/group and experiment with adapting the sequence by using different apparatus. Problem Solving - To generate ideas and explore different balances with a partner without fear of failure. Evaluation - To identify strengths and areas for improvement in a group sequence and provide.</p>	<p>Markers for Assessment <u>Sequence must have</u></p> <ul style="list-style-type: none"> • Paired balance. • Group balance • Jump • Part weight bearing or match/mirror. • Travel • Roll <p><u>Quality of movement</u> Good extension Move fluently into and out of paired and group balance from other actions. Flow and variety of linking actions</p>	<p>Below</p>	<p>Above</p>
<p>Prior Knowledge</p> <ul style="list-style-type: none"> • To develop flexibility, strength, technique, control and balance. 	<p>Vocabulary hop, skip, jump, run, run forwards backwards, sideways, quality, movement, extension, balance, counterbalance, speed, direction, speed, counter tension, mirrored balance, matched balance, paired balance, group balance, unison, gymnastic sequence, flow, variety, linking actions, canon</p>		
<p>Prior Skills To perform shapes and balances with a partner. To demonstrate counterbalance and counter tension paired balances using apparatus. To demonstrate a group counterbalance. To create a gymnastic sequence with counterbalances and counter tension in a group. To create a gymnastic sequence with counterbalances and counter tension with a partner. To demonstrate paired and group counterbalances in unison. To create a sequence of gymnastic actions, paired and group balances.</p>			
<p>Questions (potential 'hook' questions for lessons) Can you describe your sequence? What actions did you choose to include and why? and actions work best on and along apparatus? What are the criteria for a good sequence? What actions did you choose to include and why? What compositional principles did you use? Why? Can you describe your sequence?</p>	<p>Cross-Curricular/Enrichment SCIENCE Forces – balance and counterbalance, tension, actions and reactions, opposing forces. PSHE - Trust and relationships Diamond 9 Collaboration</p>		