

# St Mary's PE

## Gymnastics, Scheme of Work, Class Three

### Introduction

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

In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

### Key Skills

- Physical: individual and partner balances
- Physical: jumps using rotation
- Physical: straight roll
- Physical: barrel roll

- Physical: forward roll
- Physical: straddle roll
- Physical: bridge
- Physical: shoulder stand
- 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

<b>LESSON</b>	To develop individual and partner balances.
<b>1</b>	

<b>LESSON</b> <b>2</b>	To develop control in performing and landing rotation jumps.
<b>LESSON</b> <b>3</b>	To develop the straight, barrel, forward and straddle roll.
<b>LESSON</b> <b>4</b>	To develop the straight, barrel, forward and straddle roll.
<b>LESSON</b> <b>5</b>	To develop strength in inverted movements.
<b>LESSON</b> <b>6</b>	To be able to create a partner sequence to include apparatus.

## Assessment Criteria

## CLASS 3

I can explain what happens to my body when I exercise and how this helps to make me healthy.

I can identify some muscle groups used in gymnastic activities.

I can plan and perform sequences with a partner that include a change of level and shape.

I can provide feedback using appropriate language relating to the lesson.

I can safely perform balances individually and with a partner.

I can watch, describe and suggest possible improvements to others' performances and my own.

I understand how body tension can improve the control and quality of my movements.

# Links to the National Curriculum

## ENGLISH

Learning of key vocabulary - extension, body tension, momentum, inversion, pathways

Understand and safely follow instructions

Structuring and providing feedback to others

## MATHS

Learning degrees of rotation through jumps

Creating an understanding of inversion through  
shoulder stands and bridges

## Health and Safety

**For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the 'awesome stuff' area for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' 'Safety in Partner Balances,' and 'Rolls'. In all gymnastics lessons, teachers should deliver what they feel confident and competent to teach and additional professional learning is advised as student level of skill and challenge increases.**