

Topic: PE	Year group	Term
Gymnastics	Year 6	Summer 2 6 Sessions

Background knowledge

Mats are there to provide a safe area to perform a move but won't stop children from getting hurt if they fall. Children are taught not to walk across a mat. Gymnastics needs to be done in bare feet, hair to be tied up, no jewellery to be worn.

Look at the Key Steps document and teaching points (how to improve) page before planning and teaching gymnastics.

Tops Gymnastics cards provide additional activities to support lesson objectives.

Children can help set up mats - 4 children to move a mat.

Limit the standing and waiting time - have more activities out / available (could have a station reinforcing prior knowledge).

Differentiate by using the STEP model

- Space - increase or decrease space
- Time - e.g. hold a balance for longer
- Equipment - use equipment such as bench, ribbons, hoops
- People - more or fewer people, cannon/synchronised movements

What should I already know?

I have learned the Key Steps 1 and 2 elements

I can perform a balance from Key Steps with control for 3 seconds?

I can perform a forward roll?

I can jump and land using apparatus?

I can challenge myself in one way using the STEP model?

I can link 6 elements to make a sequence?

National Curriculum Objectives / Key Skills	The Journey
To develop flexibility, strength, technique, control and balance To compare their performances with previous ones and demonstrate improvement to achieve their personal best Actions refer to Key Steps 3	1. Initial assessment/re-visit Key Steps 1 and 2 body management, routine elements and vault. 2. Introduce and practise half of the body management and floor routine elements. Select 3 and link in a routine.

• I can perform a wide range of actions and pair balances • I can perform a controlled and safe group balance • I perform fluently and with control and clarity • I can compose a balanced sequence with a clear start, middle and end within a group of 4-6 (eight varied action plus paired balances and simple group balances) • I can perform a sequence with varying direction, level and pathways	3. Independent group practise elements taught last week select 3 or more to link as a routine. Adult led group - vault work. 4. Two independent groups 1) practise known body management and floor elements linking as a sequence 2) vault work. Adult led teach backward roll and cartwheel. For children struggling use foam wedge for backward roll and bench for cartwheel. For those confident use bench. 5. To practise body management and routine elements that needs improvement, challenge using STEP. To further practise vault card (apparatus). Perform a sequence using up to 6 moves children are confident with (teacher led). (carousel of 3 activities 2 independent, 1 teacher led). 6. To practise body management and routine elements that needs improvement, challenge using STEP. To further practise vault card (apparatus). Perform a sequence using up to 6 moves children are confident with (teacher led). (carousel of 3 activities 2 independent, 1 teacher led)
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Outcomes
An overview of what children will know / can do Working towards: I can perform elements from Key Steps 1 & 2 and some from Key Steps 3 with control. Expected: I can perform 6 different Key Steps elements in sequence with control (rolls, balances, jumps). I can use apparatus to add challenge to moves I am confident with.

Exceeding: I am confident with most elements from Key Steps 3. I can perform the floor routine and could enter the Key Steps competition.

Key Vocabulary	Timeline / Diagrams
Stag Straddle Pike Tuck Cannon Synchronised choreograph	See Key Steps 2 and 3 document (T: physical education, gymnastics)

Key people / places
Important people or places Quotes

Assessment questions / outcomes
Can you perform a balance from Key Steps with control for 3 seconds? Can you perform a forward roll to stand? Can you jump and land using apparatus? Can you challenge yourself in one way using the STEP model? Can you link 6 elements to make a sequence?