

Area of Learning: Physical Education, Health and Well-being
Scheme of Work: Gymnastics

Key Stage: 1	Year: 1	Duration: 6 Lessons
Intent: To introduce basic body management skills. To explore, replicate and improve the quality of simple balances, rolls and turns on the floor. To follow a sequence of movement using stillness, control and direction. To understand the relationship between exercise and being healthy. To develop turn taking skills and working as a team.		
Knowledge	Skills	Sequencing
Through the implementation, students will be able to understand, use and recall the following knowledge relating to gymnastics: <ul style="list-style-type: none"> • Replication of movements/actions accurately. • Using simple actions as part of a set sequence that is copied. Understanding of turn taking and sharing.	<ul style="list-style-type: none"> • Shapes • Balances • Travelling • Jumps • Rolls 	Learning should: <ul style="list-style-type: none"> • Build on simple movements • Involve copying of small sequences • Formed solutions in response to challenges set. • Develop listening and following instructions.
Curriculum Key Concepts and Processes:		
Accurate Replication	Developing Physical and Mental Capacity	Developing Skills/Performances/Actions
Pupils will explore and replicate a range of movement skills, including <i>travelling, jumping and landing, rolling, climbing, transferring weight and balancing</i> skills. To apply movements and shapes individually and as part of a simple sequence. Continual development, adaptation and refinement of learnt skills will contribute to producing an improved performance.	Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Understand the idea of balancing and how to achieve this? Begin to develop an element of purpose or intent in some actions as a means of travelling or moving.	Pupils will develop a simple single action repertoire. Pupils will use these skills to develop routines showing creativity. To demonstrate high quality performances and routines using different apparatus. Pupil progress will be evident from the accurate replication of techniques with control and fluency.
Decision Making and Problem Solving	Personal Development	Evaluating and Improving
Pupils will develop body awareness through movements, refining skills and compositional ideas. (develop basic control and coordination of single actions) Discuss the use of body part to balance and body tension. How sequences are aesthetically improved.	To understand the importance of turn taking and supporting each other. Encourage repetition to improve outcomes and develop a positive mindset towards sport. Understand why exercise is good for us and what being healthy means. Promote enrichment opportunities within the school timetable and beyond.	Pupils will begin to describe and evaluate the effectiveness and quality of a performance. Pupils to identify good points in their own work. Appropriate questioning on the groups sequences and movement patterns. Be able to suggest things they may do better next time.
Cross Curricular Links: Literacy (key words), Numeracy (sequencing & timing)		
Assessment opportunities: Q & A, formative feedback (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.		
Impact:		
Beginning:	Developing:	Exceeding:
<ul style="list-style-type: none"> • Will copy basic actions with limited control and coordination. • Will link two skills together with some fluency. 	<ul style="list-style-type: none"> • Will remember and repeat simple actions as part of a bigger routine. • Control and manipulation of techniques are deliberate. • Will combine ideas with a partner to form a paired routine or sequence. 	<ul style="list-style-type: none"> • Use of more complex movements both in isolation and as part of a sequence. • Use of space is well thought through and purposeful. • Can describe how to refine, modify and improve performances.

Implementation:		
Week	Learning objectives	Task examples
1	<p>Travelling To replicate a series of moves based around travelling and movement. To develop, control and coordinate a small range of mainly single actions. To show spontaneous movement and develop a small repertoire of actions and whole body movements.</p>	<p>Warm up- Cars and Tunnels. Paired stretches. Discuss the importance of gymnastics and talk about certain structured safety measurements. Demo frog hopping. Mats out. Explore. Play frog stuck in the mud. Highlight a variety of ways of travelling (walking fwd/bwd on toes, hopping, skipping, turning, running) Starting, stopping and changing direction. Walking on hands and feet (bear walk, crab walk, frog jumps, caterpillar walk). Introduce how to land and jump safely. Discuss use of jumps as a method of changing direction, accelerating, decelerating & jumping using rhythmic variations. Transfer skills to apparatus. Travelling along apparatus on hands and feet. Create and perform a matched sequence (pupils perform the moves at the same time). Show sequences to the class in 2 performances.</p>
2	<p>Body Shapes (Curling and stretching) To be able to accurately replicate basic body shapes in balances using body tension and extension. To demonstrate the use of balances in a small sequence on low apparatus/floor.</p>	<p>Warm-up –‘hoops’ – Spread different colour hoops around the floor space. Jog freely using the whole space available. (variety the mode of travel; run, skip, crawl) On your command call out "hoop". Pupils have 3 secs to run to a hoop. Perform different body shapes. Use demonstrations of good quality work, pointing out variations of balances being used. Encourage stillness, tension and extension in balances. Practice balances showing contrasting shapes. Set out single apparatus around the hall. Explore shapes/balances around the apparatus. Repeat on different pieces of apparatus. Encourage all pupils to balance on many parts of their body as possible and use various combinations of hands/feet balances.</p>
3	<p>Supporting Bodyweight To increase the range of movement in single actions including actions that require supported body weight. To be able to create a small range of consistent reactions to different stimuli. To develop creativity with paired sequences. To understand the effect of exercise on breathing and heart rate.</p>	<p>Warm-up - Cat and Mouse: pairs. ‘Cat’ or ‘Mouse’ takes the lead and the other follows. Once caught change over. Teacher led tasks e.g. walk, run, jog, bunny hop, pogo jump, frog hop. Ask pupils to compare and contrast breathing and heart rates when resting and after the warm up. Taking weight on different parts of the body (Small & Large parts) on the floor, mat or apparatus. Talk about body tension and showing the importance of it. Exploring the different ways of balancing and the proper way of balancing. Stork, Shoulder balance, side plank. Introduce cartwheels and taking weight on their hands. In pairs develop a small sequence using apparatus and the floor. Show performances to class. Pupils suggest areas for improvement.</p>
4	<p>Transference of weight To improve pupils ability to transfer body weight effectively. To accurately replicate basic rotational skills in a small sequence. To develop an understanding of sequencing showing a clear beginning, middle and end to a routine.</p>	<p>Warm up. ‘Bean bag travel’ – Pupils to have a bean bag each. Travel around space catching bean bag. Then get pupils to carry bean bag on their head, neck, arm & foot. Increase speed/intensity gradually. Discuss the transference of weight & types of rolls; Pencil roll, Log roll, forward roll, backward roll, dive forward roll. Continue and improve cartwheels (with an approach). Learning more safety rules when working independently on other previously learned skills. Explore pupil’s ideas. Paired task; to copy, create and link movement phrases with a beginning, middle and end. Practice and refine group sequence. Concentrate on the quality of the movement. Teach your groups sequence to another group. Swap roles.</p>
5	<p>Body shape (balancing) To explore different ways of balancing using a variety of body shapes. To understand how to compose a sequence of balances using a combination of floor and apparatus. To develop a fluency and control in transition between movements.</p>	<p>Warm-up – ‘Make a letter’. Pairs on a mat. Pupils make their bodies into the shape of the letter called out. Teacher can demonstrate if children find it difficult. Recap different body shapes in pairs. Explore pupil’s ideas about balancing. Focus on clearly holding body shapes for 3 secs. Learning to carry equipment properly and safely. Set up apparatus. Holding the body still on apparatus. Travelling along apparatus finding out where to hold still. Travelling stretched out and curled in along apparatus. Encourage pupils to experiment with different combinations of movement and refine their favourite combination.</p>
6	<p>Sequencing & assessment Develop simple routines for paired sequencing work. Link a range of skills to create simple routines for assessment. To improve pupils appreciation of performance and ways of improving.</p>	<p>Warm up with a focus on increasing the range of movement. (jog, side step, knees up, star jumps, lunges) Mats out – Demonstrate an ability to hold body parts high and low. Improve on balancing and landing skills. Working on basic paired sequences. Allow time to develop & ½ way through lesson discuss how you might make the sequence more effective. (Fluency, Control, Presentation). Some gifted pupils might show variations, <i>for example, stretched/curled, wide/narrow, on/off, over/under, fast/slow, up/down, forwards/backwards/ sideways</i>. Pupil progress to be assessed.</p>