

Prior Learning

Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

Unit Focus

Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.

We are learning...

1. to perform a 10-element sequence using both floor and apparatus.
2. to perform with equipment and respond creatively to music.
3. to create judging criteria and assess performances against it.
4. to create and perform interesting patterns as part of a group.
5. to select and apply the appropriate walk and presentation to start a sequence.
6. to perform a 10-element sequence with a 1-minute time limit.

Key Questions

1. Why is it a challenge to adapt your sequence to fit in with a timescale?
2. Which were your favourite elements to perform?
3. What is stimuli?
4. Can you suggest any different compositional ideas that may be used?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops, box tops, stopwatch, music player.

Vocabulary

Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Concepts

Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls.

Assessment Overview

Head - Compose a sequence that will achieve the highest score against the criteria.

Hand - Perform increasingly complex sequences.

Heart - Work independently and in small groups to make up sequences to perform to an audience.

