



TOPIC	Gymnastics –Travel and Rolls	Block 1 Week 1
<i>WHAT</i>	<i>Introduce travel and rolls</i>	
WHY	<i>To develop <u>skill and knowledge</u> – of how to travel and roll fluently and under control with body tension.</i>	

Student success criteria	GYMNASTICS MEA 3/4/5	GYMNASTICS MEA 6/7	GYMNASTICS MEA 8/9
 KNOWLEDGE	I can identify the different types of travelling movements and rolls	I can describe the correct technique of a variety of travelling movements and rolls.	I can explain what constitutes excellent technique to perform aesthetically pleasing travelling movements and rolls.
 APPLICATION OF SKILL	I can perform the different types of travelling and rolls	I can fluently perform a variety of more complex travelling movements and rolls under control.	I can link a range of travelling movements and rolls together ensuring they are performed fluently and under control.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Fluent/ body tension/
extension/ forward roll

Crucial Learning –You must forward roll with the back of your neck contacting the floor rather than your head

SMSC – support your partner by communicating feedback effectively

TOPIC	Gymnastics –Individual Balances	Block 1 Week 2
<u>WHAT</u>	<i>Introduce individual balances</i>	
WHY	<i>To develop <u>skill and knowledge</u> – of how to perform a variety of balances and begin to link them into a routine.</i>	

Student success criteria	GYMNASTICS MEA 3/4/5	GYMNASTICS MEA 6/7	GYMNASTICS MEA 8/9
 KNOWLEDGE	I can describe the difference between inverted and upright balances in gymnastics.	I can identify why balance is important in gymnastics and identify a variety of upright and inverted individual balances.	I can describe what body tension and posture is and explain the importance of these factors when performing individual balances.
 APPLICATION OF SKILL	I can perform a variety of upright individual balances.	I can perform both inverted and upright balances in gymnastics with good strength and control.	I can consistently perform individual balances with strength and control and develop some balances into a routine with travelling movements and rolls.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Balance/ fluent/ body tension/ strength

Crucial Learning –You must hold balances for a minimum of three seconds

SMSC –applaud all groups at the end of their performance

TOPIC	Gymnastics – Pair Balances	Block 1 Week 3
WHAT	<i>Introduce counter balance and counter tensions paired balances</i>	
WHY	<i>To develop <u>skill and knowledge</u> – of how to perform a variety of paired balances and begin to link them into a routine.</i>	

Student success criteria	GYMNASTICS MEA 3/4/5	GYMNASTICS MEA 6/7	GYMNASTICS MEA 8/9
 KNOWLEDGE	I can understand what counter tension and counter-balance balances are and identify some examples.	I can confidently explain the difference between counter tension and counter balance balances and identify balance as a component of fitness .	I can identify a variety of complex counter tension and counter balance partner balances. I can explain balance as a component of fitness and explain the importance of balance within gymnastics routines for each of the apparatus.
 APPLICATION OF SKILL	I can perform a variety of basic counter tension and counter-balance balances in pairs.	I can demonstrate the correct technique for a variety of counter tension and counter-balance partner balances and begin to demonstrate creativity with more complex balances.	I can perform a variety of complex counter tension and counter-balance partner balances that are aesthetically pleasing and incorporate these balances into a routine using different linking movements and rolls.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Balance/ fluent/ body tension/ strength

Crucial Learning –You must hold balances for a minimum of three seconds

SMSC –applaud all groups at the end of their performance

TOPIC	Gymnastics – Cartwheels and Rotational Movements	Block 1 Week 4
WHAT	<i>Introduce cartwheels and rotational movement</i>	
WHY	<i>To develop <u>skill and knowledge</u> – of how to perform the correct cartwheel technique and explore more complex rotational movements</i>	

Student success criteria	GYMNASTICS MEA 3/4/5	GYMNASTICS MEA 6/7	GYMNASTICS MEA 8/9
 KNOWLEDGE	I can identify the correct technique of a cartwheel.	I can identify the teaching points for the correct technique of a cartwheel and am able to use this knowledge to analyse a peer’s performance of a cartwheel.	I can identify and explain the correct technique for more complex rotational skills using this knowledge to analyse a peer’s performance of these more complex skills.
 APPLICATION OF SKILL	I can perform a cartwheel with control and fluency.	I can consistently perform a cartwheel with correct technique with fluency and control.	I can perform more complex skills such as round offs, forward walkovers, backwards walkovers and coach and support peers in their performance of these skills.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Cartwheel/ round off/
body tension/
coordination

Crucial Learning –You must
maintain body tension
throughout

SMSC – effectively
communicate to
provide useful
feedback

TOPIC	Gymnastics – Flight	Block 1 Week 5
WHAT	<i>Introduce jump shapes and flight using a springboard</i>	
WHY	<i>To develop <u>skill and knowledge</u> – of how to perform a variety of jump shapes while considering run up, 1 to 2, flight and landing</i>	

Student success criteria	GYMNASTICS MEA 3/4/5	GYMNASTICS MEA 6/7	GYMNASTICS MEA 8/9
 KNOWLEDGE	I can identify and describe flight, and identify a variety of different shapes and jumps to perform during flight.	I can identify and describe the correct technique of shapes and jumps for take-off, during flight and on landing.	I can explain the correct technique of shapes and jumps for take-off, during flight and on landing. I can use this knowledge to analyse and provide feedback to peers on their performance.
 APPLICATION OF SKILL	I can perform a variety of different jumps and shapes during flight with a controlled landing.	I can perform a variety of jumps, twists and more complex shapes during flight with correct technique and a controlled landing.	I can consistently perform a variety of shapes and jumps with height during flight that are aesthetically pleasing , and can demonstrate consistent control of the landing.

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps



ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Flight, take off, landing, control, body tension

Crucial Learning –You must land with bent knees to soften the landing

SMSC – effectively communicate to provide useful feedback

TOPIC	Gymnastics – Routine Development	Block 1 Week 6
WHAT	<i>Develop routines using linking movements</i>	
WHY	<i>To develop <u>skill and knowledge</u> – of how to construct an aesthetically pleasing routine and provide useful feedback to others</i>	

Student success criteria	GYMNASTICS MEA 3/4/5	GYMNASTICS MEA 6/7	GYMNASTICS MEA 8/9
 KNOWLEDGE	I can identify a variety of different linking movements used to create a fluent gymnastics routine.	I can describe the importance of linking movements within a routine and analyse peers' performance commenting on strengths and weaknesses of the routine.	I can identify and explain the characteristics of an aesthetically pleasing gymnastics routine and analyse and provide feedback towards peers' performance outlining clear strengths, weaknesses and room for improvements.
 APPLICATION OF SKILL	I can perform a variety of basic gymnastics skills and movements and demonstrate these within a routine.	I can perform a variety of more complex gymnastics skills and movements with fluency and control, and demonstrate creativity when sharing ideas to develop a group routine.	I can confidently perform a variety of complex skills and movements using linking movements within my group routine, with consistent control, power and fluency . I can demonstrate creativity by working effectively within a team to contribute ideas towards routine choreography

PROGRESS AGAINST TARGETS		
MINIMAL 1 stamp	GOOD 2 stamps	OUTSTANDING 3 stamps

ATTITUDE TO LEARNING		
MINIMUM EFFORT 1 stamp	GOOD EFFORT 2 stamps	OUTSTANDING EFFORT 3 stamps

Key Literacy
Aesthetically pleasing,
control, body tension

Crucial Learning –routines
must have a clear start and
end position that you are
capable of holding still

SMSC – watch
performances in
silence and applaud
each group at the end