

Unit of Work

Title: Gymnastics

Year: 8

Length of unit: 8 x 60 min lessons

Lesson	Objectives	Possible Activities
1	<ul style="list-style-type: none"> To recap on the importance of tension and support through a variety of balances. To recap on linking movements as covered in Y7 Focus on consistency and quality 	Circuit of supports (individual and partner). Linking skills – into and out of various supports Modes of travel – weight balance transfer
2	<ul style="list-style-type: none"> To introduce and develop 5 basic jumps. To identify and refine importance of body shape / tension <p><i>(use of trampettes/benches if required)</i></p>	Importance of body tension and balance – link to other sports (basketball/football/rugby) – HEAD position – remains UP 2-2; 2-1; 1-2; 1-other; 1-1. Develop this with partner – matching/mirroring using min. of 3 different jumps. Incorporate levels and rotation.
3	<ul style="list-style-type: none"> To develop flight using body parts (other than feet). (weight on hands) To make effective evaluations of others performance through reciprocal teaching 	‘Cat Leap’ – warm up activity Cart-wheel – progress to arab-spring Bunny Hop Hand-stand to vertical Guided discovery – new ideas Sequence development (from previous lesson) but must include weight on hands/body part
4	<ul style="list-style-type: none"> To link gymnastic skills based on previous learning To evaluate performances based on set criteria 	Flight – Land – Travel (may include rotation) Flight – Land – Balance Sequence of 3 movements – to include flight, land and move on using apparatus (mats/bench/spring board). Different directions – theme. Observe others
5	<ul style="list-style-type: none"> To introduce and develop flight onto / over / off apparatus Pupils should be able to create gymnastic sequences in response to set compositional tasks both individually and with a partner <p><i>Ropes/Vault/Double Bars/Horse/Beam</i></p>	Circuit of apparatus – groups of 5 Guided discovery – over/under/along/through. Focus on entrance and exits. Music – theme to create a sequence (group)
6	<ul style="list-style-type: none"> Pupils should be able to understand and apply compositional and sequencing ideas – flight over a partner 	Flight over stationary partner (matching / contrasting body shapes) Dive roll / Star jump / bunny hop Develop a sequence based on flight over partner – linking skills Add apparatus where applicable – adapt and develop floor movements accordingly
7	<ul style="list-style-type: none"> To experience partner flight with active and passive launches To acknowledge the safety aspects of awareness and consideration for others 	Bunny hop over / kneeling /crouching (passive launch) Active launch – hand to waist grip facing eachother / away from eachother (see Val Sabin Vol 1, Unit 3 pg 16-21 for ideas) Link activities to create a short sequence - emphasis on speed and direction
8	<ul style="list-style-type: none"> Pupils should be able to create gymnastic sequences in response to set compositional tasks Pupils should make effective evaluations based on set criteria of their own and others' strengths and weaknesses. 	Pupils to produce a composition based on set criteria. Incorporating aspects of flight as covered throughout the unit.