

# Lowton C of E High School

## PE Department Scheme of Work

SMSC – SP1, SO3

UNIT	Gymnastics	Band	C-D
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<b><u>Learning Outcomes Lower Band C</u></b>	<b><u>Learning Outcomes Upper Band C</u></b>
I am able to perform all skills and am confident in most.	I am able to perform all skills with control and style.
I can perform an advanced vault with some evidence of speed on approach.	I can perform an advanced vault with some evidence of speed on approach and a secure landing.
I can produce a floor performance with advanced moves and linking moves.	I can produce a floor performance with advanced moves and linking moves. The overall effect of the routine shows control, flow and style.
I can show a polished vaulting performance with some difficult moves with a degree of control.	I can show a polished vaulting performance with some difficult moves with control and style.
I can produce and perform a floor routine that lasts between 60-90 seconds.	I can produce a floor routine that lasts between 60-90 seconds with linking movements throughout.

<b><u>Learning Outcomes Lower Band D</u></b>	<b><u>Learning Outcomes Upper Band D</u></b>
I can perform all the skills in a routine with control and style.	I can perform all the skills in a routine with excellent control and style.
I can perform several difficult vaults with good speed on approach and a secure landing.	I can perform several difficult vaults with a degree of rotation with good speed on approach and a secure landing.
I can produce a floor performance that consists of a mixture of movements that displays imaginative use of floor space.	I can produce and perform a floor performance which consists of a mixture of movements that display imaginative use of floor space and ability. Sequence performed with total control.
I can perform a apparatus routine that shows a series of well thought out movements with good linking movements.	I can use apparatus in a routine that shows a series of well thought out movements with good linking movements. High level of balance and control in pleasing routine.
I can perform a 60-90 second routine that shows thought, originality and imagination.	I can perform a 60-90 second routine that shows thought, originality and imagination. An overall aesthetically pleasing routine.

Developing skills in physical activity	Practice situations	Decision making	Evaluating and Improving	Making Informed choices about healthy active lifestyles
<p><b>All skills below needed to be practiced in a performance situation:</b></p> <p>Olympic gymnastics skills applied to the appropriate discipline being assessed with <b>low tariff/intermediate tariff</b> versions of:</p> <ul style="list-style-type: none"> <li>- Take off, flight and landing.</li> <li>- Rolls – forward and backward variations (drive forward, roll to straddle, roll to handstands).</li> <li>- Perform balances using different parts of the body. Showing dance elements and effective transitions.</li> <li>- Demonstrate cartwheels, round offs, jumps/leaps, twists/pivots, steps and tumbling lines.</li> <li>- Demonstrate hand/head springs, somersaults, saltos (forwards/backwards) and walkovers.</li> <li>- Low and high tariff release/dismounts off equipment.</li> <li>- Perform basic and advanced vaults including squat and straddle, handspring, long arm, handspring over with half turn on/off, round off over vault, long arm with full twist, any vault from FIG code of points with effective run up, use of spring board and dismount.</li> </ul>	<ul style="list-style-type: none"> <li>- Skills to be practiced under simulated performance situations.</li> <li>- Pupils to be presented with criteria to which they should create/perform a routine.</li> <li>- Planning of individual, paired and group routines.</li> <li>- Creating routines using music.</li> <li>- Produce a range of ideas for linking movements together.</li> <li>- Practice using equipment safely and effectively.</li> <li>- Perform routines to peers, identifying strengths and areas for improvement.</li> </ul>	<p>Pupils will make and be guided on decisions such as:</p> <ul style="list-style-type: none"> <li>- Composing their routine.</li> <li>- Responding to, and interpreting music.</li> <li>- Selecting actions which allow the routine to flow.</li> <li>- Using body awareness to move effectively, smoothly and precisely.</li> <li>- When to use flight.</li> <li>- Using appropriate acceleration/deceleration of movements.</li> <li>- Using special awareness to determine how to make the most of the space that you have.</li> <li>- Using sportsmanship to impress judges.</li> <li>- Demonstrating awareness of strengths and weaknesses of other gymnasts to achieve a higher score than other competitors.</li> <li>- Consistently selects the correct choice of action.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will evaluate their own and others performance and suggest ways of improving performance.</li> <li>- Help pupils to identify what aspects of techniques are aesthetically pleasing and what needs to be improved.</li> <li>- Develop the ability to replicate actions/moves from a perfect model.</li> <li>- Develop the ability to describe how a move is performed.</li> <li>- Understand what is meant by quality of movement, control and fluency and the importance of this in an effective routine.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will be able to lead the class as a whole in a warm up and begin to devise practices for their team mates.</li> <li>- Pupils will recognise the benefits of regular exercise towards gymnastics.</li> <li>- Extend knowledge of bone terminology.</li> <li>- Introduction of joints - hinge and ball and socket.</li> <li>- Treatments of injuries related to gymnastics. E.g. strains.</li> <li>- Understand how exercise effects the cardiovascular system.</li> </ul>