

Topic:	Gymnastics
Overview:	<p>This unit is designed to develop students' practical ability and knowledge of different gymnastics skills and the mechanics behind their execution. Students will learn how to do skills safely on the floor before transferring their skills onto apparatus. A range of personal qualities and cognitive skills come into play when students are required to work individually, in pairs, as well as in groups. Sequencing tasks will allow students to show case their work both on and off the apparatus. Evaluations and judgements will help students assess their work including the use of video analysis and peer assessments.</p>
Content:	<p>Flight - Straight jump, straight jump with rotation, star, tuck, straddle and pike.</p> <ul style="list-style-type: none"> • Jump for height - on the floor, using apparatus to aid height and jumping off apparatus • Body tension • Creativity- shape during flight • Importance of a safe landing • Forces <p>Rotation - Sausage roll, cheese roll, forward rolls with start and end variations, backward rolls with start and end variations, basic forms of side rotation and rotation on apparatus.</p> <ul style="list-style-type: none"> • Safety when rolling - path clear of obstructions and movement patterns • Axes of movements - frontal, sagittal and vertical • Simple and complex skills -differences in demands on personal qualities, physical competences and physical fitness <p>Balance - Arabesque (knee and foot), shoulder stand, crab, bridge, V sit, headstand, handstand, partner/ group balances, balances on and off apparatus.</p> <ul style="list-style-type: none"> • Static balances • Base of support • Centre of gravity • Core stability and strength • Creativity • Balance requirements - held still for 5 seconds, gymnastics etiquette • Kinaesthetic awareness <p>Vaulting - astride, through, side, handspring and headspring.</p> <ul style="list-style-type: none"> • Speed on approach -leg and arm speed, hurdle step • Body tension • Control and fluency • Over balancing - base of support, centre of gravity • Stick landing- overstepping and finishes (T or Y shape) • Adapting apparatus to aid development of skills • Use of supportors - safe position to support, role of supportors, qualities necessary of supportors <p>Inversion - Complex inversion skills covered include front walkover, back walkover, handspring, headspring, cartwheel, roundoff, front somersault, back somersault and using equipment to aid inversion.</p> <ul style="list-style-type: none"> • Dynamic balance - core stability and strength • Use of supportors - safe position to support, role of supportors, qualities necessary of supportors • Core stability and strength • Creativity

Travelling - Skipping, turn on one foot/ pivot steps/ pirouette, split/ straddle leap and use of dance moves.

- Use of travelling in sequences- linking movements
- Body tension/shape/control
- Variety and creativity
- Control and fluency

Sequence work

- Safe handling of equipment to set up and put away apparatus
- Starting and finishing sequence etiquette
- Linking actions together
- Variety and creativity in sequences
- Individual, pairs and group sequences - on and off apparatus
- Decision making
- Synchronisation- Unison, domino, cannon.
- Timing and fluency
- Simple skills versus complex skills and link to sequence mark- Challenge
- Role and responsibilities of a gymnastics judge
- Evaluations, judgements and feedback- Video analysis, peer assessment and grading (tariffs)

Gymnastics

Level 3

Significant Aspects of Learning

