

St Ninian's High School
S1 Gymnastics Course Timeline

Lesson	Lesson Intention	Skill application	Capacity focus	Literacy	Numeracy	ICT	Citizenship	Benchmarks	
1	<p>Introduce basic rotation skills</p> <ul style="list-style-type: none">• Forward roll• Backward roll• Side roll• Pencil roll• Teddy roll <p>Introduce basic balance within warm-up</p> <p>Introduce paired sequence. This should include one roll and a basic balance</p>	<p>Select and apply movement skills and strategies (HWB 3-21a)</p> <p>Apply skills with accuracy and control (HWB 3-21a)</p> <p>Understand how to work effectively with a partner or group (HWB 3-23a)</p>	Successful learners - learning the correct techniques	Read task cards to understand how to perform different rotations.	Counting to 3 seconds when holding a balance.	Using task cards to develop performance.	N/A	<p><u>Coordination and Fluency</u></p> <p>Performs a fluent sequence of movements with confidence.</p> <p>Demonstrates efficient movement that leads to successful outcomes.</p> <p>Evaluates the key elements of movement that leads to a quality performance.</p> <p><u>Balance and Control</u></p> <p>Differentiates between movements of different parts of the body with control e.g. front crawl.</p> <p>Performs smooth transfers of weight with and without equipment involving static and dynamic balance.</p> <p>Manipulates objects with precision whilst maintaining balance, resulting in high quality performance e.g. set shot in basketball.</p>	<p><u>I can...</u></p> <p>➤ keep my body still and steady for 3secs when performing a balance.</p> <p>➤ I can stay balanced when transferring from one move to another.</p> <p>➤ Link balances together using rotation, flight or inversion.</p> <p>➤ Create a sequence and perform it with confidence.</p> <p>➤ I can use and move equipment</p>
2	<p>Introduce basic rotation skills</p> <ul style="list-style-type: none">• Forward roll• Backward roll• Side roll• Pencil roll• Teddy roll <p>Include basic jumps</p> <ul style="list-style-type: none">• Half Tur	<p>Select and apply movement skills and strategies (HWB 3-21a)</p> <p>Demonstrate creativity (HWB 3-21a)</p> <p>Understand how to work effectively with a partner or group (HWB 3-</p>	Successful learners - learning the correct techniques	Explain why quality is important in gymnastics and what a good rotation should look like.	Half turn 180 degrees. Full turn 360 degrees.	Using task cards to develop performance.	N/A		

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	<ul style="list-style-type: none"> • Full Turn Leap <p>Continue paired sequence. This should include a jump, roll and balance</p>	23a)							safely.
3	<p>Develop rotation</p> <ul style="list-style-type: none"> • Various exits from rolls • Straddle rolls • Linking basic balances to entry and exit of rolls • Dive forward roll <p>Balance</p> <ul style="list-style-type: none"> • Shoulder stand • V-Sit • Bridge • Press-up <p>Introduce entry and exit to sequence</p>	<p>Modify, adapt and refine previously learnt skills (HWB 3-21a)</p> <p>Engage in challenging physical experiences (HWB 3-22a)</p> <p>Analyse and evaluate personal and peer performance (HWB 3-24a)</p> <p>Understand how to work effectively with a partner or group (HWB 3-23a)</p>	<p>Confident individuals - developing confidence within the skill</p> <p>Responsible Citizens - evaluating fitness levels</p> <p>Successful learners - learning the correct techniques</p>	<p>Describe how a sequence should start and finish. Evaluate partner's sequences.</p>	<p>Understand how surface area of a base affects balance.</p>	<p>Using task cards to develop performance.</p>	<p>Working in pairs to support each others learning.</p>		

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	Pupils work in pairs and perform to each other providing feedback. Use flip cams to support learning							
4	<p>Development of headstand</p> <p>Emphasise body tension in Gymnastics</p> <p>Gradual build-up</p> <ul style="list-style-type: none"> • Crouch (with/without support) • Full (with/without support) <p>Walk feet up until hips are directly above head, small kick off into crouch position for balance Once comfortable and balanced without support attempt to fully extend legs</p> <p>Demonstrate correct support position</p>	<p>Understand how to work effectively with a partner or group (HWB 3-23a)</p> <p>Identify and understand personal strengths and development needs and the strengths and development needs of others. (HWB 3-24a)</p>	Responsible citizens - working together in pairs	Explain why tension is important when holding balances. Describe what a good headstand will look like. Describe how to support someone doing a headstand.	Triangle shape made with head and hands to make a stable base. Understand why this is more stable than hands in line with head.	Use flip cams to support learning.	Supporting other pupils when performing to keep them safe and develop their confidence when performing.	

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	<p>On one knee, hold hips, performer faces supporter to start</p> <p>Continue with partner sequence, include head stand or shoulder stand in sequence. Use flip cams to support learning</p>							
5	<p>Inversion - Introduce handstand and cartwheel</p> <p>Station 1 - Cartwheel Station 2 - Handstand Station 3 - Paired Sports Acro Station 4 - Mat sequence work</p> <p>Build up handstand with crash mat against wall / with partner / individual</p>	Understand how to work effectively with a partner or group (HWB 3-23a)		Describe what an inversion is and give examples of inversions. Describe what a quality handstand will look like.	Symmetry when doing pair balances.	N/A	Supporting other pupils when performing to keep them safe and develop their confidence when performing.	
6	Paired Sequence Practice	Demonstrate creativity (HWB 3-21a)	Effective contributors -	Read idea cards to help build	Counting the seconds a balance is	Use flip cams to support learning.	Working together in pairs to come	

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	Sequence must have a clear beginning and end and use at least 5 different skills <ul style="list-style-type: none"> • Balance • Rotation • Inversion • Flight Use flip cams	Apply leadership skills (HWB 3-23a) Understand how to work effectively with a partner or group (HWB 3-23a)	contributing your own strengths to your paired sequence	sequence.	held for. Emphasis on counting to 3.		up with a sequence and support each other learning.	
7	Finnish Sequence and perform to the class Perform to the class and class fill out peer assessment sheets	Analyse and evaluate personal performance and peer performance (HWB 3-24a) Analyse movement (HWB 3-24a) Appreciate and celebrate personal success and that of others (HWB 3-24a)	Effective contributors - contribute to developing sequence / give written feedback Confident individuals - develop confidence within the routine Successful learners - link and join skills in a sequence Responsible citizens -	Evaluate sequences looking for fluency and control.	Counting the seconds a balance is held for. Emphasis on counting to 3.	Class fill in Peer feedback sheets	Working together in pairs to come up with a sequence and support each other learning.	

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			give constructive feedback to performers					
8	<p>Introduction to low apparatus to consolidate basic rotation and balance</p> <ul style="list-style-type: none"> • forward roll along/on • backward roll off • balance on upturned bench • balance on rope 	<p>Modify, adapt and refine previously learnt skills (HWB 3-21a)</p> <p>Select appropriate equipment (HWB 3-21a)</p> <p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying (HWB 3-21a)</p> <p>Demonstrate creativity (HWB 3-21a)</p> <p>Engage in challenging physical experiences (HWB 3-22a)</p>	<p>Successful learners - develop technique on low apparatus</p> <p>Confident individuals - increasing confidence and developing skills on apparatus</p>	<p>Explain why safety is important in gymnastics when moving and using equipment.</p>	<p>Use equipment plan to count and collect the equipment needed. Eg. One groups can set out 6 mats and 2 levels of a box.</p>	N/A	<p>Moving and using gymnastic equipment safely to create a safe learning environment.</p>	

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9	Develop skill level on low apparatus to consolidate basic rotation and balance <ul style="list-style-type: none"> • forward roll along/on • backward roll off • balance on upturned bench • balance on rope 	Modify, adapt and refine previously learnt skills (HWB 3-21a) Select appropriate equipment (HWB 3-21a) Develop appropriate decision making and problem solving skills through analysing, evaluating and applying (HWB 3-21a) Demonstrate creativity (HWB 3-21a) Engage in challenging physical experiences (HWB 3-22a)	Successful learners - develop technique on low apparatus Successful learners - Perform skills already learned on different surface	Explain why safety is important in gymnastics when moving and using equipment.	Count how long balances are held on the box top.	N/A	Moving and using gymnastic equipment safely to create a safe learning environment.	
10	Introduction to flight <ul style="list-style-type: none"> • Straight • Tuck • Star 	Engage in challenging physical experiences (HWB 3-22a)	Responsible citizens - taking out & organising equipment	Explain what flight is and give examples.	Creating different shapes in the air using their body.	N/A	Moving and using gymnastic equipment safely to	

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	Take off and landing techniques	Select appropriate equipment (HWB 3-21a) Understand and undertake a variety of roles and responsibilities (HWB 3-23a)	Confident individuals - building up confidence to jump from trampette Successful learners - learning techniques	Describe how you should land and present.			create a safe learning environment.	
11	Continue with flight <ul style="list-style-type: none"> Pike Straddle Half turn Full turn Perfect take off and landing techniques	Engage in challenging physical experiences (HWB 3-22a) Select appropriate equipment (HWB 3-21a) Understand how to work effectively with a partner or group (HWB 3-23a) Understand and undertake a variety of roles and responsibilities (HWB 3-23a)	Responsible citizens - taking out & organising equipment Confident individuals - building up confidence to jump from trampette Successful learners - learning techniques	Explain that a good landing should finish on two feet together without stepping forward.	Shapes and developing understanding of degrees when turning.	Use flip cams to support learning.	Moving and using gymnastic equipment safely to create a safe learning environment.	

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12	<p>Introduce movement sequence with music Must have 10 different moves and working in groups</p> <p>Roles:</p> <ul style="list-style-type: none"> Noise control Music counter (beats) Choreographer Organisational manager 	<p>Developing the skills to lead and recognise strengths of group members (HWB 3-23a)</p> <p>Modify, adapt and refine previously learnt skills (HWB 3-21a)</p>	<p>Responsible Citizens - Taking responsibility for own learning and taking leadership roles</p> <p>Confident Individuals - Taking on a role within group</p>	Read idea cards to help build sequence.	Counting the beats of the music and matching movements to the rhythm.	Use task cards and help sheets to develop sequence.	Working as part of a group communicating and discussing ideas.	
13	<p>Develop movement sequence to the music</p> <ul style="list-style-type: none"> Ensure group are working together Everyone is involved Everyone has a role Everyone is working to the music 	<p>Recognise and discuss elements of my own and other's work (HWB 3-24a)</p> <p>In leadership situations, I can experience different role and take responsibility (HWB 4-23)</p>	<p>Responsible citizens - following a set role within the group</p> <p>Successful Learner - Taking on board information given by other group members</p>	Read idea cards to help build sequence.	Counting the beats of the music and matching movements to the rhythm.	Use task cards and help sheets to develop sequence.	Working as part of a group communicating and discussing ideas.	
14	Finish off sequence	Apply skills with	Effective	Evaluate	Counting the	Groups can	Working as	

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	<p>and perfect moves to the music</p> <p>Ensure timing is perfect</p> <p>Ensure there is a variety of skills</p> <p>Develop group strengths</p> <p>Begin performances to class</p>	accuracy and control (HWB 3-21a)	<p>contributors - contribute own strengths to performance</p> <p>Confident individuals - develop quality of performance</p>	<p>areas of strength and areas in need of development within the sequence and work on the weaknesses.</p>	<p>beats of the music and matching movements to the rhythm.</p>	<p>use flip cams to see what parts of their sequence need to be developed more.</p>	<p>part of a group communicating and discussing ideas.</p>	
15	<p>Perform sequence to class</p> <p>Class evaluate performances and provide feedback to groups performing</p>	<p>Observe, describe and analyse key aspects of my own and other's performances (HWB 4-24a)</p>	<p>Responsible citizens - give feedback to performers</p> <p>Successful learners - Develop skills taught throughout gymnastics block</p>	<p>Evaluate peers performance.</p>	<p>Counting the seconds pupils hold balances for.</p>	<p>Using tablets to record performances and then evaluate.</p>	<p>Moving and using equipment safely. Providing Feedback to other pupils in the class.</p>	