

Year 6 Gymnastics Unit 1

National Curriculum objectives

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Learning

- Incorporate stands into cannon and or unison performances.
- Perform rotation, balances and stands in unison and cannon.
- Perform shoulder, headstands, cartwheels and handstands safely without support.
- Perform to roll on, off and over apparatus within routines. Include counterbalances and counter tension balances.
- Roll in sequences on, off and over apparatus. Include into partner routines.
- Combine balancing & travelling to produce a floor routine including matching. Incorporate apparatus. Produce mirroring routine with a partner on apparatus.

Equipment

- Class set of cones.
- 15x Gymnastic mats.
- 4x Bibs.
- Apparatus, incl. for rolling.
- Bean bags.
- 15x Basketballs.

Key Vocabulary

Apparatus: Equipment needed to walk across, jump from, balance on e.g. gymnastic table.

Balance: A static (still) position which holds the body in a position.

Body parts: The different areas of your body, e.g. limbs (arms and legs) torso, head etc.

Collaboration: Working with someone else or in a group to achieve a goal.

Control: Being able to use your body in a precise manner.

Counter balance: When a move is balanced (like a sea-saw) where both gymnasts push/lean into the balance together.

Counter tension: When gymnasts perform a balance which involves two or more of them pulling away from each other

Entrance & exit: To start a performance, an entrance is how you mark the beginning and the exit is how to end

Fluidity: How well balances and movements are linked together, i.e. do they flow as seamlessly as liquid?

Headstand: Standing on the head with support from the hands, legs steady in the air.

Linking: A way of changing from one movement to another, with a transition/link.

Low, medium & high level: Being close to the ground (low) waist height (medium) or tall (high) when moving or balancing.

Points of contact: Small body parts to balance on, for example: feet, knees, elbows, hands.

Pull: To move something towards yourself, sometimes with great physical effort.

Push: To move forcefully, especially in order to cause someone or something that is in your way to move, so that you can go through or past them

Rolling: rotate in a tuck shape, e.g. **forwards roll** (forward direction) and **backwards roll** (backward direction).

Shoulder stand: A balance on the upper back/shoulder with legs extended upwards in the air.

Tuck: Making yourself small, into a ball shape and hugging your knees to your chest. your routine, e.g. 3 second balance.

Key Questions

How can we support our partners when rolling?

How do push and pull force differ?

What do we know about balance and tension?

Why do we need to work the muscles evenly?

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- (safety) Mats used one between two or one per pupil
- Use correct techniques
- Complete a warm-up and cool-down