



# Shadsworth Junior School



## Curriculum

### Year 6 Scheme of Work

Term: Autumn 2

Topic: PE gymnastics

#### Key Skills and Knowledge:

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| <ul style="list-style-type: none"> <li>• Make up a sequence and adapt it to different apparatus layouts.</li> <li>• Use combinations of dynamics (pathways) to use space effectively.</li> <li>• Plan a sequence and adapt it to limited equipment.</li> <li>• Work as a group and share roles fairly. Investigate different ways of working with a partner or small group.</li> <li>• Use contrasts and variation in shape, speed, level, timing and actions.</li> <li>• Know how gymnastics promotes strength, power and suppleness.</li> <li>• Understand the importance of warming up.</li> <li>• Create and perform floor and apparatus for an audience that will include at least 8-10 elements. Include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances.</li> </ul> | <p style="text-align: center;"><u>Character Development</u></p> <ul style="list-style-type: none"> <li>• To organise themselves.</li> <li>• Perseverance</li> </ul> <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>• Knows how to demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>• Knows how to confidently use equipment to and incorporate this into sequences.</li> <li>• Knows how to apply skills and techniques consistently, showing precision and control.</li> <li>• Knows how to develop strength, technique and flexibility throughout performances.</li> </ul> |
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#### Reading and Writing Opportunities (Long and Short Activities)

##### Creative Ideas and Hooks

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| <p>Write a poem based around synchronisation or canon</p> <p>Write an argument for/against doing PE at school</p> <p>Explore different ways of balancing with your partner using a 'pushing' motion (counter-balance). Use a variety of body parts.</p> <p>Plan a sequence with partner which shows travel + balance (with partner) + roll + travel + balance (with partner). Vary speeds and levels. Match movements.</p> <p>Adapt floor sequence onto apparatus. Think about access and exit points, timing and quality of moves.</p> | <p>Explore taking a hand or leg away to maintain balance or develop different body shapes.</p> <p>Explore other parts of the body to 'pull' against for counter-tension e.g. elbows.</p> <p>Create a sequence which shows 2 counter-balances + 2 counter-tension + 4 other elements e.g. travel, jump, twist, balance, turn. Practise and refine concentrating on fluency, control and clarity of movement.</p> <p>Map out the pathway of the sequence</p> |
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#### Links to PSHCE, Equality and British Values Work

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| <p>STEPS for differentiation</p> <p>Group work majority votes</p> <p>The use of media</p> <p>Independence/safety</p> | <p>British success</p> <p>Promoting equality within in sport</p> <p>Right to be heard</p> |
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#### Key Vocabulary:

#### Resources Available / Visits/Visitors

#### Useful Websites:

Balance, counter-balance, counter-tension, push, weight-bearing, tension, extension, control, match, mirror

Benches  
Apparatus  
Sequence spots  
Mats

<https://www.british-gymnastics.org>

#### Previous Knowledge

Explore range of symmetric and asymmetric actions, shapes and balances.  
Control actions and combine them fluently.  
Be aware of extension, body tension and control.  
Move from floor to apparatus, change levels and move safely.