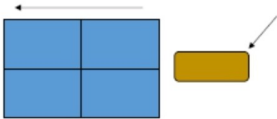



Big Questions

- Why is it important to have control when mounting high apparatus
- Why is the magic chair landing even more important as skills become more complex?
- What are the challenges of showing canon in a flight sequence?
- What is the effect of bringing equipment into your sequence
- What differentiates a good unison sequence from a poor one?

Sticky Knowledge

- Know real-life scenarios in which they can use their jumping skills
- Know what the word dismount means in a gymnastics context
- Know how to adapt knowledge and understanding of canon to a more complex flight sequence
- Know the equipment types used in rhythmic gymnastics
- Know how to identify better work and use this knowledge to improve
- Know how to confidently select and apply their strongest skills for the best performance

What	Why	How
<p>Flight onto high apparatus Introducing skills such as vaulting.</p> 	<p>Children need to be confident to mount high apparatus before learning to vault. Developing the skill in stages leads to a confident approach fostering a sense of mastery and self-assurance, which is essential for progressing to more advanced and challenging gymnastics skills.</p>	<p>There are several ways the pupils can approach flight on to high apparatus; (always taking weight on the hands first) jump to straddle and sit on the apparatus, jump to knees, Jump to feet. The latter may be very hard on high box tops with no springboard, so encourage a straddle sit or to knees first.</p>
<p>Magic chair landing A technique to ensure a safe landing.</p> 	<p>Children will already be using the magic chair technique; however, emphasising and consistently using proper technique for dismounting high apparatus is crucial for safety, skill development, and long-term success. It instils confidence, promotes efficient movement, and reduces the risk of injuries.</p>	<p>When dismounting equipment using this method, children should aim to land with bent legs as if they were sitting on a chair. Arms should be extended forward to help balance the body and avoid falling back. Try to hold the magic chair to ensure they have control of their landing before moving away.</p>

What

Why

How

Canon in flight

A compositional device or structure in which movements introduced by one gymnast are repeated exactly by subsequent gymnasts in turn.



Canon creates a visually striking effect as the actions are synchronised. Canon allows for a range of actions, in this lesson flight to be showcased. Canon requires gymnasts to use teamwork to maintain good timing, which develops cooperation.

Each pupil should repeat the action as accurately as possible. Timing is crucial for the effective use of canon, with an equal amount of time allowed between each action. All pupils should be aware of what actions they are performing.

Using equipment

Adding hoops or balls to sequence



Rhythmic gymnastics uses equipment such as ribbons, hoops, balls, clubs, and ropes to enhance the artistic and expressive elements of the sport of gymnastics. For pupils, this can bring an added dimension to their work.

- The equipment should be in control at all times.
- Avoid sending balls, hoops etc., too far away from the body if not under control.
- The equipment should enhance the sequence and 'fit' in.

Recognising good work

Using the unison and canon device to recognise stronger and weaker performances.



The ability to distinguish between good and poor performances in PE is a positive sign of development in pupils. It promotes critical thinking, self-improvement, motivation, respect for others, and a range of valuable life skills that extend beyond the gym or sports field.

- Each pupil should perform the action as accurately as possible.
- Timing is crucial for the effective use of unison; performing the action at the same time increases its impact on the audience.

Selecting and applying skills



Giving children autonomy in selecting and applying skills they have learned enhances their educational experience and prepares them for a future where creativity, critical thinking, and independence are highly valued. Pupils should be able to recognise what their strongest skills and actions are. Creating a self-selected piece of work empowers them to become lifelong learners and confident, capable individuals.

Year 6 Gymnastics – Crossover skills and knowledge

Gymnastics is a discipline that uses strength, balance, flexibility, agility, coordination and endurance. Gymnastics comprises 5 main action categories, including 1) flight 2) balance 3) travel 4) hanging/swinging, and 5) taking weight on hands.

Other activities that use some of the same knowledge and skills include:

- Dance
- Fitness
- Yoga/Pilates
- Parkour

Head

Identify strengths and weaknesses of a performance

Explain why dismounting safely is so important

All KS2 Units

Gymnastics Year 1,2,3,4,5,6

Hand

Experience flight on and off apparatus

Arrange own apparatus to enhance work

Devise a sequence that uses canon

Include a piece of equipment in sequence

Show awareness of how a sequence might need to be adapted when performing to music

Gymnastics Year 1,2,3,4,5,6

Gymnastics Year 3,4,5,6

Gymnastics Year 1,2,3,4,5,6
Dance Years 4,5,6

Dance Years 3,4,5,6
Commonwealth Games KS1 & 2

Athletics Year 3, Dance all Years

Heart

Lead a group warm-up demonstrating the importance of strength and flexibility

Show good character when being led as part of a group

Gymnastics Year 5,6 Dance Year 6, Games Years 5,6

OAA all years