

### **KS3 Gymnastics - Scheme of Work**

Pillar 1. Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific

Pillar 2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities

Pillar 3. Healthy participation – knowledge of safe and effective participation

FMS - Fundamental movement skills (movement patterns, footwork, skill related fitness)

| Year 7  | Year 8  |  |
|---|---|--|
| <p><b><u>Motor Competence (1. 3)</u></b></p> <p>Skills should be developed initially in isolation so students can cement the motor competence of the skills. Games should be small sided in nature to increase student confidence. Conditioned games and modifications can be added to ensure the correct skills are being developed.</p> <p><b><u>Core/Advanced Skills to include:-</u></b></p> <p>Rolls<br/>Balance<br/>Weight on Hands<br/>Jumps<br/>Leaps<br/>Ind/Pair/Group<br/>Cannon, union and mirroring<br/>Transitions</p> <p>Healthy Participation - Students should be able to discuss the importance of a BHAL</p> | <p><b><u>Rules, strategies and tactics (1.2.3)</u></b></p> <p>Once the skills are being performed with control, fluidity and body tension, routines should be developed</p> <p><b><u>Core/Advanced skills developed with increased competition:-</u></b></p> <p>Variation of core skills<br/>When and where to perform (Decision making)<br/>Assess strengths and weaknesses of own and peers<br/>Routine design<br/>Increased dynamic movement<br/>Twists, pivots<br/>Tumbling if appropriate<br/>Flight (if trampolines are available)<br/>Addition of music, themes and stories</p> <p>Healthy Participation - Physical, Social and Mental well being importance</p> |  |
| <p><b><u>FMS Development</u></b><br/><b><u>Skill related fitness/Training methods</u></b></p> <p>Balance<br/>Strength (core)<br/>Power<br/>Flexibility</p>  | <p><b><u>Motor Competence</u></b><br/><b><u>Skill related fitness/Training methods</u></b></p> <p>Power/plyometric<br/>Coordination<br/>Muscular Endurance</p>  |  |

| Year 10  | Year 11  | Sixth Form   |
|--|--|--|
| <p>Pathway 1<br/>Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2<br/>Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation</p> <p>Pathway 3<br/>Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within Striking and Fielding<br/>Cricket, Rounders, Softball, Longball, Adapted variations, quik cricket</p> <p>At the end of each unit, students should be aware of rules to each activity, tactics, officiating/refereeing alongside active participation. Could they set up a mini tournament?</p> | <p>Pathway 1<br/>Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2<br/>Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation.</p> <p>Pathway 3<br/>Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within Striking and Fielding<br/>Cricket, Rounders, Softball, Longball, Adapted variations, quik cricket</p> <p>At the end of each unit students should be aware of rules to each activity, tactics, officiating/refereeing alongside active participation. Could they set up a mini tournament?</p> | <p>Core PE/Enrichment</p> <p>Lifelong participation is both competitive and recreational in nature. Opportunity for area/national and county fixtures if appropriate. Sports day and inter tutor sporting events alongside enrichment wider opportunities.</p> <p>Examination PE<br/>BTEC Extended Diploma (3 A Level)<br/>BTEC Extended Certificate (1 A level)<br/>Pearsons approved assignment briefs (adapted)</p> <p>A Levels PE<br/>SOW on G drive for 2 year course</p> |
| <p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>  | <p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>  | <p>Healthy Participation</p> <p>Staff deliver to their strengths, group needs, facilities and season.</p> <p>Students should still be wearing sporty clothes and enjoying either competitive or social side to PA</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>  |