

Meden School Curriculum Planning

Subject	CORE PE	Year Group	8	Sequence No.	N/A	Topic	Gymnastics
----------------	---------	-------------------	---	---------------------	-----	--------------	------------

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<ul style="list-style-type: none"> - Students will know a variety of flight elements to a gymnastics routine (Tuck, Star, Straddle, Pike, Half and Full turn) - Students will know a variety of Rolls (Log, Teddy Bear, Dish/Dome, Forward and Backward). - Students will know a variety of individual and paired balances (Point and Patch, Arabesque, Crab, V Sit, Handstand, Headstand, Cartwheel). - Students should know how effectively transition from one skills to another. (Headstand or Handstand into a roll, Crab into a backwards roll, leaps, twists, steps, dance and linking skills. - Students know the importance of Aesthetics in gymnastics and how the sport is judged. - Students know the performance elements in gymnastics. (A clear beginning and end position, Creativity, dance and performance elements included and linked to the theme, the use of unison, cannon, matching and 	<p>Students are introduced to the key elements of a floor routine and start to piece together a routine showing Safety, accuracy, body control and spatial awareness.</p> <p>The routine will include accurate techniques for flight, landing, rolls, paired individual balances, effective transitions and performance elements.</p> <p>Floor Routines Students are to incorporate Flight into their floor routines</p> <p>Tuck Jump</p> <ul style="list-style-type: none"> o Jump upwards while bringing your knees as close to your chest. o Swing arms upward as you explode off the ground so they wrap around your bent knees o Land on the balls of your feet with a bend in your knees. <p>Star Jump</p> <ul style="list-style-type: none"> o Jump upwards while you extend your legs and arms fully out to your sides at the same time in mid-air to form a star shape with your body. o Your arms should point upward at a 45-degree angle away from your head. <p>Half Turn</p> <ul style="list-style-type: none"> o Jump upwards while you extend and legs straight out and arms above head and legs pointing to the ground. o Twist at the hips and land facing the opposite way (180 degrees) with arms out in front of you for balance. 	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular sport the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking within the sport, recognise the inequalities within the sport (linked to the topic) and do something about them. A large number of the key themes will come from the CNAT Sport and GCSE PE specification to prepare KS3 students for the option they can take within PE at KS4.</p> <ol style="list-style-type: none"> 1. Physical Activity Government Guidelines and Recommendations - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How? 2. Barriers to Participation for Children and Teenagers 3. Solutions to the Barriers 4. Current Issues in Sport/Sport in the News - Linked to the impact of PE on Mental, Physical or Social Health 5. Physical Benefits of Sport and PE on the Body 6. Social Benefits of Sport and PE on the Body 7. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 8. Popularity of Sport in the UK – what are the current trends for the most popular sport in the UK. Why are they the most popular sports?

<p>mirroring and how each increases the difficulty of the routine.</p> <ul style="list-style-type: none"> - Basic safety elements – land correctly from a jump - Stereotypically a girl’s sport – we challenge this by making all classes do Gymnastic - Local amateur clubs 	<p>Full Turn</p> <ul style="list-style-type: none"> ○ Jump upwards while you extend and legs straight out and arms above head and legs pointing to the ground. ○ Twist at the hips and land facing the same way (360 degrees) with arms out in front of you for balance. <p>Straddle Jumps</p> <ul style="list-style-type: none"> ○ Jump upwards while you raise the legs horizontal in front of you with hands reaching down between the legs placing them more than 90 degrees apart. Keep back straight and look forwards. ○ Toes pointed, extended legs ○ Land vertical with arms in front to balance. <p>Pike Jump</p> <ul style="list-style-type: none"> ○ Jump upwards while you raise the legs horizontal in front of you, making sure they are tightly squeezed together. Keep back straight and look forwards. ○ Toes pointed, extended legs ○ Land vertical with arms in front to balance. <p>Rolls</p> <p>Log Roll</p> <ul style="list-style-type: none"> ○ Lay down on your back or front with the body out-stretched. ○ Roll onto your side and do a complete rotation. ○ Repeat <p>Teddy Bear Roll</p> <ul style="list-style-type: none"> ○ Sat on the floor with legs spread (straddle shape) and lean to the left, drawing your right leg upwards to initiate the rolling action. ○ Roll sideways across your back and shoulder. ○ Finish in a straddle shape facing in the opposite direction from where you started. Repeat the roll again until you have completed a full circle. <p>Forward Roll</p> <ul style="list-style-type: none"> ○ Put chin onto your chest and place the back of the head onto the floor. 	<p>9. Emerging/Growing Sports in the UK – which sports are new to the UK? How can we make them more popular?</p> <p>10. National Governing Bodies – What is their role within a sport? What are the key NGB’s for each sport?</p> <p>11. Major Sporting Events – What are they? When and where do they occur?</p> <p>12. Olympic Creed and Olympic Values</p> <p>13. Current Issues in Sport/Sport in the News – Linked to new sports, growing sports or a major sporting event occurring</p> <p>14. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p>15. Sporting Values – Excellence – Linked to Role Models and demonstrating excellence within a sport</p> <p>16. Sporting Values - Tolerance and Respect</p> <p>17. Sporting Values – Fair play</p> <p>18. Sporting Values – Teamwork and Inclusion</p> <p>19. Sporting Values - Citizenship</p> <p>20. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p>21. Performance Enhancing Drugs – What are they and why are they taken?</p> <p>22. Gamesmanship and Deviance</p> <p>23. Sportsmanship and Success of Teams</p> <p>24. Current Issues in Sport/ Sport in the News – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs</p> <p>25. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <p>26. Money in Sport – Wage disparity between certain sports and genders. Amateur vs professional sport</p>
---	--	---

- Push off the floor with feet and rotate the feet over your head and onto your back.
- Press feet into the floor and push off the floor with your hands swinging the arms forward to stand up.

Backwards Roll

- Put chin onto your chest, keep a rounded back and bring hands above the shoulders.
- Roll backwards by dropping your bottom to the floor and bring the legs up over the head.
- Push with the hands and arms just before the feet touch the floor and push into standing.

Individual and Paired Balances

Point Balances

- Standing in a 'Y' shape raise one knee until thigh is raised.
- Extend leg to hold in horizontal
- Keep arms extended.

Arabesque

- Begin in first position with the legs crossed and the dominant foot in front of the weakest.
- Shift your weight to the supporting leg and extend your working leg.
- Raise your arms, lift your working leg and lean forward.

Crab

- Lay on your back on the floor, bring your arms up and place your hands either side of your ears with your fingers pointing towards your toes and elbows pointing up.
- Feel apart, push up onto your feet and hands
- Look at your hands and keep feet flat on the floor.

V Sit

- Raise your legs as high as you can, keeping them straight and together.
- Lift your torso up towards your thighs so that you form a V shape.

- 27. Technology in Sport** – How has it advanced? Advantages and Disadvantages
- 28. Gender in Sport** – challenging stereotypes in sports as the player, official or manager
- 29. Paralympics and Disabled Sport** – examples of sports and accessibility
- 30. Race and Equality in Sport** – examples of campaigns within sports – Kick it out campaign and RESPECT
- 31. LGBTQ - Pride Sport** – their role in challenging LGBTQ phobia in sport
- 32. ME in PE – Couch to 5km and Meden Park Run Challenge** – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE
- 33. Diet and Nutrition**
- 34. Skeletal and Muscular System**
- 35. Cardiovascular System**
- 36. Respiratory System**
- 37. Assessing Risk in Sport**
- 38. Sporting Injuries**
- 39. Current Issues in Sport/ Sporting News** – linked to injuries, new science, diet, nutrition etc
- 40. ME in PE – Couch to 5km and Meden Park Run Challenge** – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE

- Keep your back straight.

For a balance to be legal it must be held for a minimum of 3 seconds.
The better balances are held for 6 to 8 seconds.

Vaulting

- Run up to the vault with speed and power driving the arms
- Push into the springboard/trampoline with the feet and lift the knees up towards the vault.
- Place hands on vault to guide feet into position on the vault
- Stand up tall, walk to the edge of the vault.
- Jump upwards and outwards away from the vault performing a range of jumps (tuck, straddle, pike, 1.2 turn, full turn as above).
- Land bent knee's, stand up and present to the judge.

A Through Vault

- Run up to the vault with speed and power driving the arms
- Push into the springboard/trampoline with the feet and lift the knees up towards the vault
- Place hands on vault shoulder width apart
- Raise the knees up to the chest extending the legs out in front in a pike position
- Push the legs through the arms, over the vault and place feet on the floor
- Land bent knee's, stand up and present to the judge

Trampolining

Jumps are performed on the trampoline with the same technique as in gymnastics.

- Straight
- Tuck
- Straddle
- Pike

- Half Turn
- Full Turn

Seat Drop

- o Bend Knees and push off the X on the trampoline gently with your toes
- o On next bounce straighten legs out in front, with tension, land on the X on the trampoline on your bottom and point your toes
- o Push into the trampoline with your hands positioned at the side of the bottom
- o Straighten in the air ready to land the feet on the cross.

Swivel Hips

- o Repeat the seat drop technique
- o Instead of coming back to standing following the push up from the hands rotate the arms over the head and twist the hips in the same way you perform a half turn
- o Land on the x again on your bottom
- o Push into the trampoline with your hands positioned at the side of the bottom
- o Straighten in the air ready to land the feet on the cross

Only to be performed if safely to do so – teacher’s discretion

Front Drop

- o Start in an upright position as you jump
- o Extend arms and legs out
- o Rotate slightly forwards so that you are face down horizontal with the trampoline
- o Place arms out outwards from your cheeks, so your fingers are close to your mouth
- o Land with body tension and pointed toes with the whole of the body completely horizontal to the trampoline
- o Push into the trampoline with the body, thighs and hands
- o Return to the X in a standing position

	<p>Back Drop</p> <ul style="list-style-type: none"> ○ Start in an upright position as you jump ○ Extend arms and legs out ○ Rotate slightly backwards so that you are back down horizontal with the trampoline, with a slight curve in the back and chin on chest ○ Fix the eyes forward ○ Land with body tension and pointed toes on the curve of the back ○ The arms are positioned out wide in front of the body ○ The lower legs slightly lifted ○ Push into the trampoline with the back (in between the shoulders) and rotate the body forwards back to standing ○ Return to the X in a standing position <p>Front Somersault</p> <ul style="list-style-type: none"> ○ Jump on the cross and pump the arms get good height ○ Swing your arms up above your head and then slam them down forwards in front of you in the air ○ Tuck your knees into your chest ○ Push your head forwards and rotate your legs over your head ○ Spot the trampoline and begin to open out into a standing position ○ Land the feet on the cross and control the bounce <p>Back Somersault</p> <ul style="list-style-type: none"> ○ Jump on the cross and pump the arms get good height ○ Swing your arms up above your head ○ Tuck your knees into your chest ○ Push your head backwards and your hips up to the ceiling, rotate your legs over your head ○ Spot the trampoline and begin to open out into a standing position ○ Land the feet on the cross and control the bounce 	
--	--	--

