

Meden School Curriculum Planning

Subject	CORE PE	Year Group	9	Sequence No.	N/A	Topic	Gymnastics
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Retrieval	Core Knowledge	Student Thinking
What do teachers need to <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<ul style="list-style-type: none"> <li>- Students will know a variety of flight elements to a gymnastics routine (Tuck, Star, Straddle, Pike, Half and Full turn)</li> <li>- Students will know a variety of Rolls (Log, Teddy Bear, Dish/Dome, Forward and Backward).</li> <li>- Students will know a variety of individual and paired balances (Point and Patch, Arabesque, Crab, V Sit, Handstand, Headstand, Cartwheel).</li> <li>- 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.</li> <li>- Students know the importance of Aesthetics in gymnastics and how the sport is judged.</li> <li>- 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</li> </ul>	<p>Students are introduced to the key elements of a floor routine and start to piece together a routine applying compositional ideas, vaulting and trampolining.</p> <p><b>Floor Routines</b>  <b>Students are to incorporate Flight, Rolls and Balances into their floor routines. Students must consider how to make the difficulty mark of their routine higher and incorporate more challenging moves into their routines.</b></p> <p><b>Effective Transitions</b></p> <ul style="list-style-type: none"> <li>- Moving from one skill to another to make the routine aesthetically pleasing – this can include leaps (take off from one foot to the other), steps (stepping from one foot to the other), dance or linking skills, putting two of the above skills together e.g. a Handstand or Headstand into a Forward Roll or a crab into a backwards roll</li> </ul> <p><b>Performance Elements</b></p> <ul style="list-style-type: none"> <li>- A clear start and finish position – Stand up tall with body tension and put your arms above your head, smile at the judge, this is called presenting and must be performed at the start and end of every performance.</li> <li>- If you make a mistake ignore it and keep the performance going.</li> </ul>	<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"> <li><b>1. Physical Activity Government Guidelines and Recommendations</b> - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How?</li> <li><b>2. Barriers to Participation for Children and Teenagers</b></li> <li><b>3. Solutions to the Barriers</b></li> <li><b>4. Current Issues in Sport/Sport in the News</b> - Linked to the impact of PE on Mental, Physical or Social Health</li> <li><b>5. Physical Benefits of Sport and PE on the Body</b></li> <li><b>6. Social Benefits of Sport and PE on the Body</b></li> <li><b>7. ME in PE – Couch to 5km and Meden Park Run Challenge –</b> Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li><b>8. Popularity of Sport in the UK –</b> what are the current trends for the most popular sport in the UK. Why are they the most popular sports?</li> </ol>

<p>mirroring and how each increases the difficulty of the routine.</p> <ul style="list-style-type: none"> <li>- Basic safety elements – land correctly from a jump</li> <li>- Stereotypically a girl’s sport – we challenge this by making all classes do Gymnastic</li> <li>- Local amateur clubs</li> </ul>	<p><b>Gymnastics concepts</b> must be used within the routine to add creativity</p> <ul style="list-style-type: none"> <li>- Music – The music used must link to the performance developed.</li> <li>- Unison – movements are performed all at the same time</li> <li>- Cannon – movements are performed one after the other for example a Mexican wave.</li> <li>- Speed – Skills are performed at differing speeds</li> <li>- Levels – skills are performed at different levels, for example a balance up high, or down low</li> <li>- Retrospect – Reversing the performance of a skill for example doing a forward roll and reversing the movement into a backwards roll</li> <li>- Space – the use of space</li> <li>- Matching – the skills performed match those of another performer</li> <li>- Mirroring – the skills that are performed mirror those of another performer.</li> </ul> <p><b>Vaulting</b></p> <p><b>Students practice the vaults that will score a higher difficulty in a performance.</b></p> <p><b>A through vault</b></p> <ul style="list-style-type: none"> <li>- Run up to the vault with speed and power driving the arms</li> <li>- Take off from the dominant foot and land two feet onto the springboard/trampette.</li> <li>- Push into the springboard/trampette with the feet and lift the knees up towards the vault.</li> <li>- Place hands on vault shoulder width apart</li> <li>- Raise the knees up to the chest extending the legs out in front in a pike position.</li> <li>- Push the legs through the arms, over the vault and place feet on the floor.</li> <li>- Land bent knee’s, stand up and present to the judge.</li> </ul>	<ol style="list-style-type: none"> <li>9. <b>Emerging/Growing Sports in the UK</b> – which sports are new to the UK? How can we make them more popular?</li> <li>10. <b>National Governing Bodies</b> – What is their role within a sport? What are the key NGB’s for each sport?</li> <li>11. <b>Major Sporting Events</b> – What are they? When and where do they occur?</li> <li>12. <b>Olympic Creed and Olympic Values</b></li> <li>13. <b>Current Issues in Sport/Sport in the News</b> – Linked to new sports, growing sports or a major sporting event occurring</li> <li>14. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>15. <b>Sporting Values – Excellence</b> – Linked to Role Models and demonstrating excellence within a sport</li> <li>16. <b>Sporting Values - Tolerance and Respect</b></li> <li>17. <b>Sporting Values – Fair play</b></li> <li>18. <b>Sporting Values – Teamwork and Inclusion</b></li> <li>19. <b>Sporting Values - Citizenship</b></li> <li>20. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>21. <b>Performance Enhancing Drugs</b> – What are they and why are they taken?</li> <li>22. <b>Gamesmanship and Deviance</b></li> <li>23. <b>Sportsmanship and Success of Teams</b></li> <li>24. <b>Current Issues in Sport/ Sport in the News</b> – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs</li> <li>25. <b>ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</li> <li>26. <b>Money in Sport</b> – Wage disparity between certain sports and genders. Amateur vs professional sport</li> </ol>
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	<p><b>A straddle vault</b></p> <ul style="list-style-type: none"> <li>- Run up to the vault with speed and power driving the arms</li> <li>- Take off from the dominant foot and land two feet onto the springboard/trampoline.</li> <li>- Push into the springboard/trampoline with the feet and lift the knees up towards the vault.</li> <li>- Place hands on vault shoulder width apart</li> <li>- Raise the legs up to the chest extending them out into a straddle position</li> <li>- Push the legs around the arms, over the vault and place feet on the floor.</li> <li>- Land bent knee's, stand up and present to the judge.</li> </ul> <p><b>Handspring Vault</b></p> <ul style="list-style-type: none"> <li>- Run up to the vault with speed and power driving the arms</li> <li>- Take off from the dominant foot and land two feet onto the springboard/trampoline.</li> <li>- Push into the springboard/trampoline with the feet and lift the knees up towards the vault.</li> <li>- Place hands on vault shoulder width apart and kick legs up into the air into a handstand position, rotate around the shoulder joint over the vault with body tension in the legs.</li> <li>- Land on feet, stand up straight and present to the judge.</li> </ul> <p><b>Trampolining</b></p> <p><b>10 bounce routine</b> In a competition a 10 bounce routine is put together using the skills above, the skills must link with a single bounce between them.</p> <p>Routine Suggestion Full Twist Straddle</p>	<p><b>27. Technology in Sport</b> – How has it advanced? Advantages and Disadvantages</p> <p><b>28. Gender in Sport</b> – challenging stereotypes in sports as the player, official or manager</p> <p><b>29. Paralympics and Disabled Sport</b> – examples of sports and accessibility</p> <p><b>30. Race and Equality in Sport</b> – examples of campaigns within sports – Kick it out campaign and RESPECT</p> <p><b>31. LGBTQ - Pride Sport</b> – their role in challenging LGBTQ phobia in sport</p> <p><b>32. ME in PE – Couch to 5km and Meden Park Run Challenge</b> – 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><b>33. Diet and Nutrition</b></p> <p><b>34. Skeletal and Muscular System</b></p> <p><b>35. Cardiovascular System</b></p> <p><b>36. Respiratory System</b></p> <p><b>37. Assessing Risk in Sport</b></p> <p><b>38. Sporting Injuries</b></p> <p><b>39. Current Issues in Sport/ Sporting News</b> – linked to injuries, new science, diet, nutrition etc</p> <p><b>40. ME in PE – Couch to 5km and Meden Park Run Challenge</b> – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE</p>
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	<p>Swivel hips half twist to feet Pike Backdrop half twist to feet Tuck Front Somersault.</p> <p>The difficulty of the routine will be determined by the number of challenging skills within the routine. Students are to plan their own 10 bounce routines considering the difficulty level and the choice of skills linked to their strengths. Students should not include a skill that they are unable to perform to a high standard as they risk deductions if the skill is not performed correctly.</p> <p><b>Leadership</b> – students who are identified as HAPs will develop leadership skills by coaching the correct techniques and acting as spotters when supporting other performers. They will use their knowledge of gymnastics to help others improve their skills.</p>	
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