



Waterbeach Community Primary School

Curriculum Capture for Year 6 PE: Gymnastics Group Work

Key Knowledge

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| <p>Exploration of individual positions of stillness and how those positions can act as obstacles for a partner to safely negotiate.</p> <ul style="list-style-type: none"> • Pupils take it in turns to create an obstacle by holding a front support position for their partner to explore negotiating safely e.g. they could jump over or slide under the front support position. • Pupils work within their pairs to explore methods of negotiating the various obstacles created by the positions of stillness they selected to include within their pair conditioning phrase. • When exploring negotiation methods, make sure your partner is always safe e.g. ensure they only hold the obstacle for brief periods and select negotiation ideas that allow you to avoid making contact with them. | <p>Adapting pair obstacle and negotiation ideas to involve low/small apparatus.</p> <ul style="list-style-type: none"> • Full weight taking e.g. arch shape on top of the bench. • Part weight taking e.g. back support with hands on the bench and feet on the floor. • Non-contact obstacle e.g. front support over the bench with feet 1 side and hands the other. • Support (making a floor action easier) e.g. v-sit with our back leaning against the bench so hand support on the floor is no longer required. • Before negotiating a bench or holding a position of stillness, check you have enough space to complete the action safely. If there is not sufficient space, change your direction of travel or, on the 'freeze' command, travel to another bench. |
| <p>Exploration of pair and group positions of stillness and how those positions can act as obstacles for others to safely negotiate.</p> <ul style="list-style-type: none"> • Making basic contact whilst holding more complex positions of stillness e.g. 1 member of the pair does a shoulder stand with 1 leg bent to 90 degrees so that their lower leg/foot rests on the outstretched arm/hand of their partner who is holding a T balance sideways on to them. • Creating basic counterbalances in which you share one another's weight by leaning against each other in a basic position of stillness e.g. v-sit without hand support back to back or repeat the standing arch shape from the first warm-up activity but with each member of the pair stepping back slightly so they are leaning in towards their partner. | <p>Creation and compositional development of a group floor and apparatus sequence linking pair and group positions of stillness and obstacle and negotiation ideas.</p> <ul style="list-style-type: none"> • In their pairs, pupils recap their unit pair conditioning phrase from lesson 4 including different pair relationships and moments of Mirror. • Pairs develop their phrase to include moments of meeting and parting. • Groups recall and refine performance of their 3 short movement phrases from lesson 4 which involved apparatus in the performance of a whole group position of stillness and 2 obstacle and negotiation ideas. • Groups link their 3 short movement phrases into a floor and apparatus sequence using additional transition actions as necessary to ensure the phrases are linked fluently. |

Vocabulary

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| Symmetry | A shape or movement that is the same on either side of the body or a mirror image of a partner. |
| Asymmetry | A shape or movement that is different on either side of the body. |
| Movement phrases | A string of different movements. |
| Movement sequences | A string of different movement phrases combined together. |
| Quality of movement | How carefully performed and well practised a move is. |
| Positions of stillness | Holding yourself in one set shape or position. |



Example of a moment of stillness being held on a bench.



Examples of equipment to be used throughout sessions.

Key Skills

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| Develop a broad range of gymnastics skills. |
| Link actions to make sequences of movement. |
| Understand how to improve and evaluate own success. |
| Develop flexibility, strength, technique, control and balance. |