

Prior Learning

Identified similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work.

Unit Focus

Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.

We are learning...

1. to perform a 6-element sequence that uses changes in speed and direction.
2. to use the STEP principle to create and perform a partner sequence.
3. to take weight on our hands, showing control.
4. to develop a sequence using compositional ideas, e.g. pathways
5. to co-operate as a group to refine a short sequence.
6. to compare and judge sequences.

Key Questions

1. How many compositional elements can you identify?
2. Did you use different pathways in your sequence?
3. What safety aspects do you need to consider when performing a cartwheel?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

Vocabulary

Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.

Concepts

Pathways refer to the sequences of movements or routes taken by pupils as they navigate through the space, either on the floor or apparatus. These pathways can involve walking, running, jumping, rolling, or any combination of movements and are designed to develop physical coordination, spatial awareness, and creativity. Pathways build motor skills and stimulate cognitive planning and decision-making as children choreograph their actions and sequences.

Assessment Overview

Head - Decide on ways to improve a piece of work using compositional elements and implement changes.

Hand - Demonstrate some control when taking weight on hands.

Heart - Adapt actions and sequences to work with partners and small groups.

