

Prior Learning

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus

Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence.

We are learning...

1. to use controlled flight onto high apparatus.
2. What a base and a flyer are in partner balances and learning to perform both roles.
3. to perform more advanced partner balances and evaluate others' work
4. to incorporate equipment such as hoops and balls into a sequence.
5. to incorporate musicality and timing into a group sequence.
6. to combine our skills in partner balances and rhythmic gymnastics in a team performance.

Key Questions

1. What is the purpose of a spotter when you are vaulting?
2. Why is strength important as the base and as the flyer?
3. What sets rhythmic gymnastics apart from other forms of rhythmic gymnastics?

Equipment

Mats, hoops, balls, cones, beanbags, low apparatus, action cards, table tops, box tops.

Vocabulary

Flight, consistent, vault, vaulting sequences, combinations, direction, dismount, formations, rhythmic, musicality, timing, equipment.

Concepts

Musicality refers to the gymnast's ability to interpret and express the music through their movements. It involves connection between the gymnast and the music, where the music's rhythm, tempo, and mood are reflected in the gymnast's performance.

Assessment Overview

Head – Explain the need for height and speed when vaulting
Hand – Perform jumps/leaps, throws, balances and turns using equipment
Heart –Apply musicality to movement in individual and group work

