

PESS Approach to Teaching Gymnastics
Unit 13 Overview

Outcomes for Unit 13

By the end of this unit learners will be able to:

- Find solutions to different challenges
- Put forward ideas for a paired sequence
- Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control
- Watch each other's performance and say what is good about it and what could be better
- Use this understanding to plan how to improve their own skills
- Recognise some of the principles underpinning creative activities
- Communicate ideas clearly to a partner

Outcomes Lesson 1	Outcomes Lesson 2	Outcomes Lesson 3	Outcomes Lesson 4	Outcomes Lesson 5	Outcomes Lesson 6
<ul style="list-style-type: none"> - Find solutions to different challenges - Consolidate previous learning in relation to body schooling activities - Create and perform a floor sequence as an individual - Watch each other's performance and say what is good about it and what could be better 	<ul style="list-style-type: none"> - Find solutions to different challenges - Create and perform an apparatus sequence as an individual - Consolidate previous learning in relation to body schooling activities and aspects of variety 	<ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform an apparatus sequence as a pair - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Communicate ideas clearly to a partner 	<ul style="list-style-type: none"> - Put forward ideas for a paired sequence - Create and perform an apparatus sequence as a pair - Recognise some of the principles underpinning creative activities - Communicate ideas clearly 	<ul style="list-style-type: none"> - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair using floor and apparatus - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 	<ul style="list-style-type: none"> - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills

Outcomes for Unit 13

By the end of this unit learners will be able to:

- Find solutions to different challenges
- Put forward ideas for a paired sequence
- Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control
- Watch each other's performance and say what is good about it and what could be better
- Use this understanding to plan how to improve their own skills
- Recognise some of the principles underpinning creative activities
- Communicate ideas clearly to a partner

Outcomes Lesson 1

By the end of this lesson learners will be able to:

- Find solutions to different challenges
- Consolidate previous learning in relation to body schooling activities
- Create and perform a floor sequence as an individual
- Watch each other's performance and say what is good about it and what could be better

Recap

Warm up using Thread the Needle Resource Card Module 2. As each new learner comes to the front of the line the teacher calls out a different basic action, for example travelling, or jumping or rolling, or travel into balance for the learners to respond to. Recap some of the body schooling activities learners have been introduced to so far from Module 1 and 2. Discuss which basic action category these activities are in and how you could vary your actions by changing direction, level speed, pathway, or the size of the movement. Learners return to the activity and demonstrate a wider range of activities and variety. Module 1 and 2 Datasheets should be available for learners to look at.

Explore

Working by themselves, learners are given problems to solve - for example, Find four ways of travelling using just your hands and feet; Find three ways of travelling on your feet; Find three body schooling activities that you can do very quickly and very slowly controlling the acceleration or deceleration; Find two body schooling activities that you can perform at a low, a medium and a high level; Find two body schooling activities you can perform in a figure of eight pathway; Find three different combinations that you can perform a roll then a travel. Encourage learners to explore these challenges physically. See [Learner Challenges](#) for more ideas. The tasks could be differentiated to suit learners' abilities. Encourage learners to be as creative as they can and to use as many of the body schooling activities as they can.

Create

Using the challenges create a sequence of body schooling activities on the floor, that flows together smoothly and is performed with improving coordination and control. Learners must decide in which order they perform the challenges within their sequence in order to create fluent sequence. Learners must also incorporate three cones or markers in their sequence work to help with direction and use of space. Learners must decide where they want to place their cones/markers and how they incorporate them into their sequence.

Intervene

Highlight learners who are demonstrating effective solutions to their challenges. What makes them effective? Discuss other possible solutions to the challenges: would these be more or less effective than the current solutions presented by the learners and why? Discuss previous learning; ensure learners are considering the widest range of body schooling activities as possible. Discuss the use of cones/markers how have they been used: How else could they be used? Highlight learners working with coordination and control: how have they achieved this? Look at learners' work and discuss what is good about it, why is it good and what makes it good? Discuss how the sequence could be improved; consider using questions and challenging questions (see KS 2 PESS Dance website/CD-Rom).

Perform

Perform sequence to a partner. Tell your partner which challenges you used to create your sequence.

Evaluate

Teacher-led, peer-evaluation. What were the Wow factors, what was good about the sequence and why? How effectively did they answer the challenges? What aspect of the sequence could be improved? Discuss suggestions as to how these improvements could be achieved. Each learner should set a target for next lesson.

Module 3	Example Lesson Plan	Unit 13 Lesson 2
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 		
<p>Outcomes Lesson 2</p> <p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Create and perform an apparatus sequence as an individual - Consolidate previous learning in relation to body schooling activities and aspects of variety 		
<p>Recap</p> <p>Warm up using 'James' Journey', a body schooling story from PESS Approach to Teaching Gymnastics Module 2. Recap target from last week; discuss with a partner ways of achieving your target. Practise to improve. Get the apparatus out.</p>		
<p>Explore</p> <p>Working by themselves, learners are given new more complex challenges - for example, Find four ways of travelling and turning using just your hands and feet; Find three ways of jumping and landing onto apparatus; Find three different combinations of travel into roll that you can do very quickly and very slowly controlling the acceleration or deceleration; Find two combinations of jump followed by balance that you can perform at a low, a medium and a high level; Find two different combinations of roll followed by travel that you can perform in a circular pathway; Find three different combinations that you can perform a balance then a roll. See Learner Challenges for more ideas. Encourage learners to explore these challenges physically. The tasks could be differentiate to suit learners' abilities. Encourage learners to be as creative as they can and to use as many of the body schooling activities as they can. Module 1 and 2 Datasheets should be available for learners to look at. Learners decide in which order to join the challenges. Then learners must design an apparatus layout on which to perform their sequence. Learners explore the possibilities of apparatus, amending the apparatus layout as they work through their sequence. You may need to restrict learners to specific items of apparatus, depending on available apparatus and space. Learners may need to negotiate in order to place apparatus where they want it.</p>		
<p>Create</p> <p>Using the challenges, create a sequence of body schooling activities on apparatus that flows together smoothly and is performed with improving coordination and control. Learners must decide in which order they perform the challenges within their sequence in order to create fluent sequence. Learners must also decide how the apparatus is designed and how they use the apparatus in their sequence work.</p>		
<p>Intervene</p> <p>Highlight learners who are demonstrating effective solutions to their challenges. What makes them effective? Discuss other possible solutions to the challenges: would these be more or less effective than the current solutions presented by the learners and why? Discuss previous learning; ensure learners are considering the widest range of body schooling activities as possible. Discuss the use of apparatus: how effectively are learners using apparatus? How could this be improved? Are there other pieces of apparatus that could be used? How would this improve the sequence? Highlight learners working with coordination and control - how have they achieved this?</p>		
<p>Perform</p> <p>Perform sequence to a partner.</p>		
<p>Evaluate</p> <p>Teacher-led peer-evaluation. Observing learners given one or two the challenges undertaken. What solutions did learners find to these challenges? Are there other solutions and if so what are they? Would this improve the sequence? Which was the hardest challenge? Discuss ways that this challenge could have been answered more effectively. Discuss design and use of apparatus, what was effective? What could be improved? Set a target for next lesson. Put apparatus away. Home learning: learners to use the apparatus design software on PESS Approach to Teaching Gymnastics Module 2, to create a plan of the apparatus they used for their sequence. Learners must annotate the plan to record the sequence to include the actions performed and the aspects of variety demonstrated.</p>		

Module 3	Example Lesson Plan	Unit 13 Lesson 3
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 		
<p>Outcomes Lesson 3</p> <p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform an apparatus sequence as a pair - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Communicate ideas clearly to a partner 		
<p>Recap</p> <p>Warm up by using Lily pads and bull rushes from PESS Approach to Teaching Gymnastics Module 2. Get the apparatus out. Recap your sequence from last lesson, trying to achieve your targets. Tell a partner how you achieved your targets and discuss other ways you could have improved your sequence. Inform learners that they will need to remember this individual sequence next lesson.</p>		
<p>Explore</p> <p>Explore some of the challenges experienced last week but with a partner. As appropriate, give pairs Spatial Arrangement Resource Cards from PESS Approach to Teaching Dance KS2/3 to explore in addition. Encourage learners to be as creative as they can and to use as many of the body schooling activities as they can. Encourage learners to build on the work they achieved last lesson. Module 1 and 2 Datasheets should be available for learners to look at. Learners decide in which order to join the challenges. Then learners must design an apparatus layout on which to perform their sequence. Learners explore the possibilities of apparatus, amending the apparatus layout as they work through their sequence. You may need to restrict learners to specific items of apparatus, depending on available apparatus and space. Learners may need to negotiate in order to place apparatus where they want it.</p>		
<p>Create</p> <p>Using the challenges, create a sequence of body schooling activities on apparatus that flows together smoothly and is performed with improving coordination and control. Learners must decide in which order they perform the challenges within their sequence in order to create fluent sequence. Learners must also decide how the apparatus is designed and how they use the apparatus in their sequence work.</p>		
<p>Intervene</p> <p>Highlight learners who are demonstrating effective solutions to their challenges. What makes them effective? Discuss other possible solutions to the challenges: would these be more or less effective than the current solutions presented by the learners and why? Use a pair to model their discussions. What ideas did each learner contribute? How effective was their communication? Was it clear? Could any improvements be made to their communication - if so, what? Discuss the use of apparatus: how effectively are learners using apparatus? How could this be improved? Are there other pieces of apparatus that could be used? How would this improve the sequence? Highlight learners working with coordination and control; how have they achieved this? Ask learners to watch a sequence and ask them what is good about it and what could be better. Ask learners to plan how they might improve this sequence if it was their work. Discuss plans.</p>		
<p>Perform</p> <p>Perform to another pair.</p>		
<p>Evaluate</p> <p>Peer-led peer-evaluation. Learners say what is good about the sequence and what could be better. Performers use this information to plan how to improve their sequence next lesson. Performers share their plans with observers. Put apparatus away. Home learning: learners to use the apparatus design software on PESS Approach to Teaching Gymnastics Module 2, to create a plan of the apparatus they used for their sequence. Learners must annotate the plan to record the actions performed and the aspects of variety demonstrated. Remind learners that they will need to remember their sequence for future lessons.</p>		

Module 3	Example Lesson Plan	Unit 13 Lesson 4
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 		
<p>Outcomes Lesson 4</p> <p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Put forward ideas for a paired sequence - Create and perform an apparatus sequence as a pair - Recognise some of the principles underpinning creative activities - Communicate ideas clearly 		
<p>Recap</p> <p>Warm up by playing trains and tunnels and ships and bridges. Recap individual sequence from last lesson. Remind learners that they will need to remember this sequence again next lesson.</p>		
<p>Explore</p> <p>Learners working in pairs. Introduce Tandem Soldiers using CD-Rom and Datasheet. Explore actions into and actions out of Tandem Soldiers that link fluently. Explore different walking body schooling actions that they can perform as a linked pair. Again explore actions into and actions out of these ideas. Ensure the learners work safely and responsibly. Get the apparatus out and explore more ideas using apparatus to travel onto, along, off of, over, around, under, towards, away from, etc. as a linked pair. Ask learners to share their ideas for linked actions. Discuss the principles underpinning creative activities – perform with quality, start and finish position with a series of linked actions that can be repeated accurately that show aspects of variety and a range of spatial arrangements and reflect the requirements of the task or challenge, going beyond the obvious, developing new interesting actions, etc.</p>		
<p>Create</p> <p>Create a sequence as a pair for which the order of the challenges is determined by rolling a move cube. Teacher or learners to decide on move cube contents. The sequence must have at least one linked pair action and be performed with improving coordination and control.</p>		
<p>Intervene</p> <p>Ask learners what ideas they have put forward. Highlight learners who are beginning to demonstrate quality sequence. Ask learners to identify the principles of creative activities being demonstrated. Discuss how clearly information is being communicated and if any improvements could be made.</p>		
<p>Perform</p> <p>Each pair to perform to another pair.</p>		
<p>Evaluate</p> <p>Learner-led peer-evaluation. Which principles of creative activities did the pair demonstrate? What was the most creative aspect and why? Performing pair to say how clearly information is presented to them and offer suggestions for improvement. Recap individual sequences from last lesson; refer to apparatus design plan for details. Put apparatus away. Home learning: design a Datasheet for one of the linked pair activities you created today.</p>		

Module 3	Example Lesson Plan	Unit 13 Lesson 5
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 		
<p>Outcomes Lesson 5</p> <p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair using floor and apparatus - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 		
<p>Recap Warm up using the learners linked pair activities. Get apparatus out and recap individual sequence, referring to apparatus plan as necessary.</p>		
<p>Explore Introduce Footsie Roll using CD-Rom and Datasheet. Explore actions into and actions out of a Footsie Roll, ensuring that the actions link fluently together. Explore different rolling body schooling actions that they can perform as a linked pair. Again explore actions into and actions out of these ideas. Ensure the learner's work safely and responsibly. Get the apparatus out and explore more ideas using apparatus to travel onto, along, off of, over, around, under, towards, away from, etc. as a linked pair. Ask learners to share their ideas for linked actions. Use the move cube - Roll and Do to determine between two and five challenges and the order for these. As a pair, decide which challenges to complete as an individual and which they complete as a pair. They must have at least one of each. Encourage learners to record the framework for their sequence for future reference. Encourage learners to communicate clearly to one another in order to justify choices and make decisions. Explore the links between individual and pair work so that this is as fluent as possible.</p>		
<p>Create Create a sequence that has between two to five challenges, to include at least one individual challenge and one pair challenge, the order of which is determined by rolling the move cube. Perform the sequence with improving coordination and control. The sequence must include at least one linked pair action. In this sequence learners will sometimes be working as an individual and sometimes as a pair. The exact order will be determined by rolling the move cube.</p>		
<p>Intervene Highlight learners who are working creatively. What have they done that makes their work creative? What is good about the learners' work? Refer to video clips on CD-Rom to reinforce what quality work looks like. Could it be better? How could it be improved? How could your own work be improved?</p>		
<p>Perform Perform to another pair. Observing pair to record the performance digitally.</p>		
<p>Evaluate Pupil-led peer-evaluation. Use video playback to illustrate comments. What was good about the pair's sequence? What did you like and why? Describe how they performed as a linked pair. What aspect of the pair's sequence could be improved? Performing pair plan how they can improve their sequence next lesson. Discuss as a pair how clearly they have communicated their ideas in relation to improving their work? How can they make their communication clearer? Home learning: as a pair, learners create an improvement plan for use next lesson.</p>		

Module 3	Example Lesson Plan	Unit 13 Lesson 6
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Find solutions to different challenges - Put forward ideas for a paired sequence - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills - Recognise some of the principles underpinning creative activities - Communicate ideas clearly to a partner 		
<p>Outcomes Lesson 6</p> <p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Create and perform a sequence as an individual and as a pair that demonstrates improving coordination and control - Watch each other's performance and say what is good about it and what could be better - Use this understanding to plan how to improve their own skills 		
<p>Recap</p> <p>Warm up using learners' ideas for linked actions and Tandem Soldiers and Footsie Rolls, ensuring learners link these fluently to include actions into and out of.</p>		
<p>Explore</p> <p>Explore suggestions for improvement identified last lesson and discuss how effective their plans were in improving their sequence.</p>		
<p>Create</p> <p>Create and perform a floor and apparatus sequence as an individual and as a pair that demonstrates improving coordination and control and includes at least one linked pair action. Again learners will be working sometimes as an individual and sometimes as a pair.</p>		
<p>Intervene</p> <p>Highlight learners who are demonstrating improving coordination and control. What have they done to achieve this? What do you need to do to your sequence to improve your coordination and control still further? What is good about the work and what could be better? How could they improve their work? Which body schooling actions have you included so far? What ones have you left out? Is there opportunity to include any of these anywhere? Discuss fluency and flow; how could we improve these aspects of our work?</p>		
<p>Perform</p> <p>Perform to another pair.</p>		
<p>Evaluate</p> <p>Pupil-led peer-evaluation. What was good about the pair's sequence? Use a diamond ranking system to rank what was good about the pair's sequence. Justify your ranking, why did you like certain aspects more than others? Describe how they performed as a linked pair. What aspect of the pair's sequence could be improved? Performing pair use the information to plan how they can improve their skills in the future. Use Resource Cards as prompts to ensure learners use appropriate terminology and comment on as many aspects as possible.</p>		