

PESS Approach to Teaching Gymnastics
Unit 14 Overview

Outcomes for Unit 14

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

- Practise a range of progressions for Forward Roll
- Practise a range of symmetrical and asymmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Make simple judgements about their own and others' performance
- Use key words and ask relevant questions in order to make progress
- Use this information to plan how to improve the quality and variety of their work
- Begin to take responsibility for their own actions and begin to understand the associated risks

Outcomes Lesson 1

- Practise a range of progressions for Forward Roll
- Practise a range of symmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control

Outcomes Lesson 2

- Practise a range of progressions for Forward Roll
- Practise a range of symmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Make simple judgements about their own and others' performance
- Use key words and ask relevant questions in order to make progress
- Use this information to plan how to improve the quality and variety of their work

Outcomes Lesson 3

- Practise a range of progressions for Forward Roll
- Practise a range of asymmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control

Outcomes Lesson 4

- Practise a range of progressions for Forward Roll
- Practise a range of symmetrical and asymmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Begin to take responsibility for their own actions and begin to understand the associated risks

Outcomes Lesson 5

- Practise a range of progressions for Forward Roll
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Make simple judgements about their own and others' performance
- Use key words and ask relevant questions in order to make progress
- Use this information to plan how to improve the quality and variety of their work
- Begin to take responsibility for their own actions and begin to understand the associated risks

Outcomes Lesson 6

- Practise a range of progressions for Forward Roll
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Make simple judgements about their own and others' performance
- Use key words and ask relevant questions in order to make progress
- Use this information to plan how to improve the quality and variety of their work
- Begin to take responsibility for their own actions and begin to understand the associated risks

Module 3	Example Lesson Plan	Unit 14 Lesson 1
<p>Outcomes for Unit 14</p> <p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for Forward Roll - Practise a range of symmetrical and asymmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control - Make simple judgements about their own and others' performance - Use key words and ask relevant questions in order to make progress - Use this information to plan how to improve the quality and variety of their work - Begin to take responsibility for their own actions and begin to understand the associated risks 		
<p>Outcomes Lesson 1</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of symmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control <p style="text-align: right;">- Practise a range of progressions for Forward Roll</p>		
<p>Recap</p> <p>Warm up by playing Cups and Saucers and recapping Tandem Soldier, Footsie Rolls and learner variations of linked pair actions. Ensuring learners link these actions fluently to a range of other actions</p>		
<p>Explore</p> <p>Introduce the concept of the Forward Roll <u>family of skills</u>. Set up the Inclusive stations for each activity in the family. Show learners the skill using the video clip on the CD-Rom. Learners work independently with the teacher monitoring to ensure learners are challenged appropriately. This may be the first occasion learners have worked in this way and it is important that they work safely and responsibly and that they make progress. There will inevitably be a large amount of to-ing and fro-ing until learners get used to this new style. Whilst these activities are designed to improve learners' skills level, the important aspect is that they can include these new skills in a sequence, so learners must be given time and encouraged to link these new skills to other body schooling activities they have learned previously.</p> <p>Recap symmetrical actions discussed in Unit 12. Discuss how the activities in the Forward Roll family can be symmetrical. Put apparatus away.</p>		
<p>Create</p> <p>Create an individual floor sequence by copying one of the <u>sequence frameworks</u> presented by the teacher, including an activity from the Forward Roll family. Learners must personalise this sequence by varying directions, levels, speeds, pathways and the size or length of actions. Learners must link their actions together fluently and include at least one symmetrical action.</p>		
<p>Intervene</p> <p>Select learners to share their experiences with the class. On which activity did they decide to start and why? Was it the right card for them? How did they know? If not what did they do? Encourage learners to justify choices and ensure they are using appropriate criteria on which to make a choice. Highlight learners who are demonstrating symmetrical actions and ask learners where the mirror line is and where can the mirror line be? Highlight learners working with improved coordination and control. Discuss how they have achieved this and what learners need to do in order to make their performance coordinated and controlled.</p>		
<p>Perform</p> <p>All learners perform at the same time.</p>		
<p>Evaluate</p> <p>Teacher-led whole class-evaluation. What decisions have you had to make today? How effective was your decision making today? How can you improve your decision making? What did you vary in your copy sequence to personalise the sequence to you? What symmetrical actions did you include? Use the traffic light Assessment for Learning system to set a Forward Roll family target for next lesson: Red, revisit the previous activity; Amber, continue to work on the activity you are on; Green, move on to the next activity. Justify your decision. Pay close attention to the requirements for moving on. Can you perform 'X' demonstrating a clear shape, good body tension and control? And</p>		

can you effectively, fluently and efficiently include 'X' in your sequence work - if so, you can now try the next activity in the family? Ensure learners record their progress on the skill record card and that you agree with the progress they have identified.

Module 3

Example Lesson Plan

Unit 14 Lesson 2

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

- Practise a range of progressions for Forward Roll
- Practise a range of symmetrical and asymmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Make simple judgements about their own and others' performance
- Use key words and ask relevant questions in order to make progress
- Use this information to plan how to improve the quality and variety of their work
- Begin to take responsibility for their own actions and begin to understand the associated risks

Outcomes Lesson 2

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

- Practise a range of progressions for Forward Roll
- Practise a range of symmetrical actions
- Create and perform an individual floor sequence that demonstrates improved co-ordination and control
- Make simple judgements about their own and others' performance
- Use key words and ask relevant questions in order to make progress
- Use this information to plan how to improve the quality and variety of their work

Recap

Warm up by playing Cups and Saucers and Sky Divers - a variation of Cups and Saucers: once you are tagged in Saucer you must roll over into Skydiver and when you are tagged in Skydiver you must roll over into Saucer, when tagged again you must return to Cup, and so on.

Explore

Introduce Caterpillar Walking. Explore actions into and out of Caterpillar Walking. Set up the Inclusive stations for Forward Roll family. Learners revisit their target from last week and continue to explore the appropriate activity, moving on when they feel ready. There should be close monitoring to ensure they are ready and, if not, the teacher should question learners in relation to success criteria. Put apparatus away.

Create

Create an individual floor sequence by copying one of the sequence frameworks presented by the teacher, including Caterpillar Walking and an activity from the Forward Roll family. Learners must personalise this sequence by varying directions, levels, speeds, pathways and the size or length of actions. Learners must link their actions together fluently and demonstrate improved coordination and control and include at least two symmetrical actions.

Intervene

Select learners to share their experiences with the class. On which activity did they decide to start and why? Was it the right card for them? How did they know? If not, what did they do? Encourage learners to justify choices and ensure they are using appropriate criteria on which to make a choice. Highlight learners who are demonstrating symmetrical actions; ask learners where the mirror line is and where can the mirror line be? Highlight learners working with improved coordination and control. Discuss how they have achieved this and what learners need to do in order to make their performance coordinated and controlled. Ask learners to make simple judgements about their own and others' performance. Highlight the correct use of key words; use a word wall to encourage learners' correct use of terminology. Use the question cards to encourage learners to ask questions to help them make progress. Ask learners how they are going to use the information they get as answers to their questions. How can this information help them to improve their performance?

Perform

Perform their sequence to another learner.

Evaluate

Teacher-led peer-evaluation. Teacher to use question cards to help learners ask relevant questions. Learners respond to questions making simple judgements about their own and others' performances. Teacher to question learners on their plans to improve the quality and variety of their work. Use National Curriculum Quality Words and the Variety Resource Cards as necessary. Learners set a target for next lesson. Home learning: learners to design a warm-up activity based on any of the body schooling games they already know and using the Caterpillar Walk. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified.

Module 3	Example Lesson Plan	Unit 14 Lesson 3
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for Forward Roll - Practise a range of symmetrical and asymmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control - Make simple judgements about their own and others' performance - Use key words and ask relevant questions in order to make progress - Use this information to plan how to improve the quality and variety of their work - Begin to take responsibility for their own actions and begin to understand the associated risks 		
<p>Outcomes Lesson 3</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for Forward Roll - Practise a range of asymmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control 		
<p>Recap</p> <p>Warm up using some of the games designed by the learners involving Caterpillar Walking. Recap the target set last lesson and try to improve sequence.</p>		
<p>Explore</p> <p>Further explore Caterpillar Walking. Can you perform Caterpillar Walking as a linked pair similar to Tandem Soldiers? Set up the Inclusive stations for Forward Roll family. Learners revisit their target from last week and continue to explore the appropriate activity, moving on when they feel ready. There should be close monitoring to ensure they are ready and, if not, the teacher should question learners in relation to success criteria. Recap asymmetrical actions discussed in Unit 12. Discuss how the activities in the Forward Roll family can be asymmetrical. Put apparatus away.</p>		
<p>Create</p> <p>Create an individual floor sequence by using one of the <u>sequence frameworks</u> presented by the teacher but rearrange the order to suit them. The sequence must also include Caterpillar Walking and an activity from the Forward Roll family. Learners must personalise this sequence by varying directions, levels, speeds, pathways and the size or length of actions. Learners must link their actions together fluently and demonstrate improved coordination and control, including Caterpillar Walking, at least one symmetrical and one asymmetrical action.</p>		
<p>Intervene</p> <p>Continue to discuss learners' progress in the Inclusive teaching section. Highlight learners who are demonstrating asymmetrical actions. Look at a symmetrical action and discuss ways of making it symmetrical and vice versa. How can they improve their use of symmetrical and asymmetrical actions? Highlight learners working with improved coordination and control. Discuss how they have achieved this and what learners need to do in order to make their performance coordinated and controlled.</p>		
<p>Perform</p> <p>All learners perform at the same time.</p>		
<p>Evaluate</p> <p>Self-evaluation using <u>U14 L3</u> evaluation sheet. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified.</p>		

Module 3	Example Lesson Plan	Unit 14 Lesson 4
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for Forward Roll - Practise a range of symmetrical and asymmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control - Make simple judgements about their own and others' performance - Use key words and ask relevant questions in order to make progress - Use this information to plan how to improve the quality and variety of their work - Begin to take responsibility for their own actions and begin to understand the associated risks 		
<p>Outcomes Lesson 4</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for Forward Roll - Practise a range of symmetrical and asymmetrical actions - Create and perform an individual floor sequence that demonstrates improved co-ordination and control - Begin to take responsibility for their own actions and begin to understand the associated risks 		
<p>Recap</p> <p>Warm up by recapping the sequence from last week and trying to implement the 'wish' from your evaluation sheet. Discuss with partner how successful you consider you have been at achieving your wish.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for Forward Roll family. Learners revisit their target from last week and continue to explore the appropriate activity, moving on when they feel ready. There should be close monitoring to ensure they are ready and, if not, the teacher should question learners in relation to success criteria. Continue to discuss symmetrical and asymmetrical actions and how the Activities in the Forward Roll family can be adapted to be both. Practise actions into and out of symmetrical and asymmetrical actions. By this stage some learners will be attempting the Activity Cards at the end of the forward Roll family and you will need to discuss and reinforce the need to work safely and responsibly. Ensure that all learners are aware of the safety issues in relation to incorrect rolling and that they understand that no contact should be made with their head at anytime during a Forward Roll - contact should be with top of shoulders. Learners must continue to explore actions into and out of the Forward Roll family of skills activities.</p>		
<p>Create</p> <p>Create an individual floor sequence by using one of the <u>sequence frameworks</u> presented by the teacher but rearrange the order to suit them. The sequence must also include any of the walking activities plus an activity from the Forward Roll family. Learners must personalise this sequence by varying directions, levels, speeds, pathways and the size or length of actions. Learners must link their actions together fluently and demonstrate improved coordination and control, including Caterpillar Walking and at least one symmetrical and one asymmetrical action.</p>		
<p>Intervene</p> <p>Highlight learners who are beginning to take responsibility for their own actions. Discuss the risks associated with these activities. How can learners minimise these risks? What else can you do to ensure you work safely? Highlight learners who are demonstrating asymmetrical actions. Look at a symmetrical action and discuss ways of making it symmetrical and vice versa. How can they improve their use of symmetrical and asymmetrical actions? Highlight learners working with improved coordination and control. Discuss how they have achieved this and what learners need to do in order to make their performance coordinated and controlled. How much progress have you made from last lesson?</p>		
<p>Perform</p> <p>Perform to another learner. Give observing learner the Forward Roll Family Card you have been working on</p>		
<p>Evaluate</p> <p>Teacher-led peer-evaluation. Set a target for your partner for next week. Use traffic lights reflection strategy. Red, revisit the previous activity; Amber, continue to work on the activity you are on; Green, move on to the next activity. Justify your decision. Pay close attention to the requirements for moving on. Can they perform 'X' demonstrating a clear shape, good body tension and control? And can they effectively, fluently and efficiently include 'X' in their sequence work - if so, they can now try the next activity in the family. Ensure learners record their</p>		

progress on the skill record card and that you agree with the progress they have identified.

Module 3	Example Lesson Plan	Unit 14 Lesson 5
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for Forward Roll- Practise a range of symmetrical and asymmetrical actions- Create and perform an individual floor sequence that demonstrates improved co-ordination and control- Make simple judgements about their own and others' performance- Use key words and ask relevant questions in order to make progress- Use this information to plan how to improve the quality and variety of their work- Begin to take responsibility for their own actions and begin to understand the associated risks		
<p>Outcomes Lesson 5</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for Forward Roll- Create and perform an individual floor sequence that demonstrates improved co-ordination and control- Make simple judgements about their own and others' performance- Use key words and ask relevant questions in order to make progress- Use this information to plan how to improve the quality and variety of their work- Begin to take responsibility for their own actions and begin to understand the associated risks		
<p>Recap</p> <p>Warm up by playing Cups and Saucers and Sky Divers - a variation of Cups and Saucers: once you are tagged in Saucer you must roll over into Skydiver and when you are tagged in Skydiver you must roll over into Saucer, when tagged again you must return to Cup, and so on.</p>		
<p>Explore</p> <p>Introduce the V sit. Explore actions into and out of V Sit. Explore the V sit as a symmetrical and asymmetrical balance. Set up the Inclusive stations for Forward Roll family. Learners revisit their target from last week and continue to explore the appropriate activity, moving on when they feel ready. There should be close monitoring to ensure they are ready and, if not, the teacher should question learners in relation to success criteria. Continue to discuss symmetrical and asymmetrical actions and how the Activities in the Forward Roll family can be adapted to be both. Practise actions into and out of symmetrical and asymmetrical actions. By this stage some learners will be attempting the Activity Cards at the end of the Forward Roll family and you will need to discuss and reinforce the need to work safely and responsibly. Ensure that all learners are aware of the safety issues in relation to incorrect rolling and that they understand that no contact should be made with their head at anytime during a Forward Roll - contact should be with top of shoulders. Learners must continue to explore actions into and out of the Forward Roll family of skills activities.</p>		
<p>Create</p> <p>Create an individual floor sequence by using one of the <u>sequence frameworks</u> presented by the teacher but you may change the sequence to suit. This could be substituting one action for another, repeating an action, adding in an action or deleting an action, etc. You could use the PESS Approach to Teaching Dance KS2 Motif Development Resources Cards to help learners with this task or to aid differentiation. The sequence must also include a V-Sit and an activity from the Forward Roll Family. Learners must personalise this sequence by varying directions, levels, speeds, pathways and the size or length of actions. Again use the Variety Resource Cards to aid differentiation. Learners must link their actions together fluently and demonstrate improved coordination and control, including Caterpillar Walking, and at least one symmetrical and one asymmetrical action.</p>		
<p>Intervene</p> <p>Highlight learners working with improved coordination and control. Discuss how they have achieved this and what learners need to do in order to make their performance coordinated and controlled. Ask learners to make simple judgements about their own and others' performance. Highlight the correct use of key words; use a word wall to encourage learners' correct use of terminology. Use the question/challenging question cards to encourage learners to ask questions to help them make progress. Ask learners how they are going to use the information they get as answers to their questions. How can this information help them to improve their performance? Highlight learners who are beginning to take responsibility for their own actions. What else can you do to minimise the risks?</p>		
<p>Perform</p> <p>Perform to another learner.</p>		
<p>Evaluate</p> <p>Teacher-led peer-evaluation. Teacher uses question cards to help learners ask relevant questions. Learners respond to questions, making simple judgements about their own and others' performances. Teacher questions learners on their plans to improve the quality and variety of their work. Use <u>National Curriculum Quality Words</u> and the <u>Variety Resource Cards</u> as necessary.</p>		

Learners set a target for next lesson. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified.

Module 3	Example Lesson Plan	Unit 14 Lesson 6
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for Forward Roll- Practise a range of symmetrical and asymmetrical actions- Create and perform an individual floor sequence that demonstrates improved co-ordination and control- Make simple judgements about their own and others' performance- Use key words and ask relevant questions in order to make progress- Use this information to plan how to improve the quality and variety of their work- Begin to take responsibility for their own actions and begin to understand the associated risks		
<p>Outcomes Lesson 6</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for Forward Roll- Create and perform an individual floor sequence that demonstrates improved co-ordination and control- Make simple judgements about their own and others' performance- Use key words and ask relevant questions in order to make progress- Use this information to plan how to improve the quality and variety of their work- Begin to take responsibility for their own actions and begin to understand the associated risks		
<p>Recap</p> <p>Warm up by playing the modified version of Cups and Saucers played last lesson by including a V Sit.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for Forward Roll Family. Learners revisit their target from last week and continue to explore the appropriate activity, moving on when they feel ready. There should be close monitoring to ensure they are ready and, if not, the teacher should question learners in relation to success criteria. Continue to discuss symmetrical and asymmetrical actions and how the Activities in the Forward Roll family can be adapted to be both. Practise actions into and out of symmetrical and asymmetrical actions. By this stage some learners will be attempting the Activity Cards at the end of the Forward Roll family and you will need to discuss and reinforce the need to work safely and responsibly. Ensure that all learners are aware of the safety issues in relation to incorrect rolling and that they understand that no contact should be made with their head at anytime during a Forward Roll - contact should be with top of shoulders. Learners must continue to explore actions into and out of the Forward Roll family of skills activities.</p>		
<p>Create</p> <p>Create an individual floor sequence by using one of the <u>sequence frameworks</u> presented by the teacher but you may change the sequence to suit. This could be substituting one action for another, repeating an action, adding in an action or deleting an action, etc. You could use the PESS Approach to Teaching Dance KS2 Motif Development Resources Cards to help learners with this task or to aid differentiation. Learners must personalise this sequence by varying directions, levels, speeds, pathways and the size or length of actions. Again use the Variety Resource Cards to aid differentiation. Learners must link their actions together fluently and demonstrate improved coordination and control, including Caterpillar Walking, a V Sit, at least one symmetrical and one asymmetrical action.</p>		
<p>Intervene</p> <p>Highlight learners working with improved coordination and control. Discuss how they have achieved this and what learners need to do in order to make their performance coordinated and controlled. Ask learners to make simple judgements about their own and others' performance. Highlight the correct use of key words; use a word wall to encourage learners' correct use of terminology. Use the question/challenging question cards to encourage learners to ask questions to help them make progress. Ask learners how they are going to use the information they get as answers to their questions. How can this information help them to improve their performance? Highlight learners who are beginning to take responsibility for their own actions. What else can you do to minimise the risks?</p>		
<p>Perform</p> <p>Perform to another learner.</p>		
<p>Evaluate</p> <p>Teacher-led peer-evaluation. Teacher uses question cards to help learners ask relevant questions. Learners respond to questions making simple judgements about their own and others' performances. Teacher questions learners on their plans to improve the quality and variety of their work. Use <u>National Curriculum Quality Words</u> and the <u>Variety Resource Cards</u> as necessary.</p>		

Learners set a target for next lesson. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Issue learners with Forward Roll Family Certificate.