

## PESS Approach to Teaching Gymnastics

### Unit 17 Overview

*Teach someone else*

*Show & wow*

#### Outcomes for Unit 17

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

- Practise a range of progressions for the Handstand
- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted
- Identify what makes a skill, idea or action successful
- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Describe how repetition can improve variety and add complexity to a sequence
- Make simple judgements about their own and others' performance
- Recognise the importance of rules and safety procedures and apply them consistently
- Use ICT to improve the impact of their work

#### Outcomes Lesson 1

- Practise a range of progressions for the Handstand
- Create and perform an individual apparatus sequence that demonstrates variety and contrast
- Recognise the importance of rules and safety procedures and apply them consistently
- Use ICT to improve the impact of their work

#### Outcomes Lesson 2

- Practise a range of progressions for the Handstand
- Create and perform an individual apparatus sequence that demonstrates variety contrast and repetition
- Describe how repetition can improve variety and add complexity to a sequence
- Make simple judgements about their own and others' performance
- Use ICT to improve the impact of their work

#### Outcomes Lesson 3

- Practise a range of progressions for the Handstand
- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted
- Identify what makes an idea successful
- Teach a partner an apparatus sequence
- Create and perform a combined individual and paired sequence that demonstrates variety, contrast and repetition
- Describe how repetition can improve variety and add complexity to a sequence
- Use ICT to improve the impact of their work

#### Outcomes Lesson 4

- Practise a range of progressions for the Handstand
- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted
- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Sustain performance over appropriate periods of time
- Recognise the importance of rules and safety procedures and apply them consistently

#### Outcomes Lesson 5

- Practise a range of progressions for the Handstand
- Identify what makes an idea successful
- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Make simple judgements about their own and others' performance
- Use ICT to improve the impact of their work

#### Outcomes Lesson 6

- Practise a range of progressions for the Handstand
- Identify what makes an idea successful
- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Make simple judgements about their own and others' performance
- Recognise the importance of rules and safety procedures and apply them consistently

Module 3	Example Lesson Plan	Unit 17 Lesson 1
<p><b>Outcomes for Unit 17</b>  <b>By the end of this unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- Practise a range of progressions for the Handstand</li> <li>- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted</li> <li>- Identify what makes a skill, idea or action successful</li> <li>- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices</li> <li>- Perform with greater accuracy and sustain over appropriate periods of time</li> <li>- Describe how repetition can improve variety and add complexity to a sequence</li> <li>- Make simple judgements about their own and others' performance</li> <li>- Recognise the importance of rules and safety procedures and apply them consistently</li> <li>- Use ICT to improve the impact of their work</li> </ul>		
<p><b>Outcomes Lesson 1</b>  <b>By the end of this lesson pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- Practise a range of progressions for the Handstand</li> <li>- Create and perform an individual apparatus sequence that demonstrates variety and contrast</li> <li>- Recognise the importance of rules and safety procedures and apply them consistently</li> <li>- Use ICT to improve the impact of their work</li> </ul>		
<p><b>Recap</b>  Warm up by playing Stone, Bridge and Tree. Recap previous learning. Introduce the Hurdle Step. Explore actions into and out of the Hurdle Step. Explore different shapes during the jump phase.</p>		
<p><b>Explore</b>  Set up the Inclusive stations for the Handstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually and in pairs and groups as necessary, moving to the next activity when they feel they are ready. The teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Handstand activities. The nature of the Handstand skill will mean that some activities may require support. Teachers need to judge if their learners are ready and capable of taking on such responsibilities. Learners attempting the activities must demonstrate that they can securely perform previous progressions. Teachers/Learners providing support must follow the <u>guidelines</u> provided. Get out teacher-designed apparatus.</p>		
<p><b>Create</b>  Create an individual apparatus sequence that demonstrates variety and contrast and includes a Hurdle Step and at least one of the Handstand family activities. Use the Variety Resource Cards to aid differentiation. Record learners' work in progress digitally and allow them to review this at any stage to help them improve their work.</p>		
<p><b>Intervene</b>  When have you had to think about safety so far in today's lesson? Could you act more responsibly? What might happen if you do not act responsibly? How are you demonstrating variety and contrast? What else could you do? How easy is it to include the Handstand family activities? How can you improve this?</p>		
<p><b>Perform</b>  All learners perform at the same time. Record sequences digitally.</p>		
<p><b>Evaluate</b>  Teacher-led self-evaluation. Use ICT to review sequences. How did you demonstrate variety and contrast? How effective do you think your use of variety and contrast was? What could you do to improve this next lesson? Put apparatus away. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: learners to design a warm-up that uses Trap the Mouse and Drawbridges, bringing ideas to the next lesson.</p>		

## Outcomes for Lesson 17

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

- Practise a range of progressions for the Handstand
- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted
- Identify what makes a skill, idea or action successful
- Create and perform a combined individual and paired sequence that demonstrates variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Describe how repetition can improve variety and add complexity to a sequence
- Make simple judgements about their own and others' performance
- Recognise the importance of rules and safety procedures and apply them consistently
- Use ICT to improve the impact of their work

## Outcomes Lesson 2

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

- Practise a range of progressions for the Handstand
- Create and perform an individual apparatus sequence that demonstrates variety, contrast and repetition
- Describe how repetition can improve variety and add complexity to a sequence
- Make simple judgements about their own and others' performance
- Use ICT to improve the impact of their work

## Recap

Warm up using learner-designed Trap the Mouse and Drawbridge warm-ups. Introduce Monkey Walking. Explore actions into and out of Monkey Walking. Recap the Hurdle Step from last lesson.

## Explore

Set up the Inclusive stations for the Handstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually and in pairs and groups as necessary, moving to the next activity when they feel they are ready. The teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of the Handstand activities. Get the apparatus out. Recap sequence from last lesson.

## Create

Create an individual apparatus sequence that demonstrates variety, contrast, repetition and includes Monkey Walking and at least one of the Handstand family activities. Use the Variety Resource Cards to aid differentiation. Record learners' work in progress digitally and allow them to review this at any stage to help them improve their work.

## Intervene

Highlight learners who are imaginatively including repetition in the work. Why is this effective? How else could you include repetition? Discuss how repetition can improve variety and add complexity to a sequence. Allow learners to refer to a word wall. How well are you answering the task so far? What aspects are you pleased with? What do you want to improve and why? How are you going to do this?

## Perform

Perform to another learner. Observer record the performance digitally.

## Evaluate

Teacher-led peer-evaluation. Review the recording. What were the wow factors of your partner's sequence? What did your partner repeat? How effective was it and why? How have they demonstrated variety and contrast? What could your partner improve? How they could do this? Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: learners to devise a warm-up activity that involves Monkey Walking.

## Outcomes for Lesson 17

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

- Practise a range of progressions for the Handstand
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- Identify what makes a skill, idea or action successful
- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Describe how repetition can improve variety and add complexity to a sequence
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## Outcomes Lesson 3

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

- Practise a range of progressions for the Handstand
- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted
- Identify what makes an idea successful
- Teach a partner an apparatus sequence
- Create and perform a combined individual and paired sequence that demonstrates variety, contrast and repetition
- Describe how repetition can improve variety and add complexity to a sequence
- Use ICT to improve the impact of their work

## Recap

Warm up using Learner designed Monkey Walking activities.

## Explore

Set up the Inclusive stations for the Handstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually and in pairs and groups as necessary, moving to the next activity when they feel they are ready. The teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of the Handstand activities. At this stage many learners will be experiencing inverted balances of some form or another. Get the apparatus out. Recap sequence from last lesson. Teach your sequence to another learner. They teach you their sequence. Use digital cameras to ensure that you are teaching and performing the sequences correctly.

## Create

Create a combined individual and paired sequence that demonstrates variety, contrast and includes Monkey Walking and at least one of the Handstand family activities. The sequence will have three sections, first section A performs their sequence at the same time as B performs their sequence, then second section A and B perform either A or B's sequence in unison, and then the third section A and B performs the other learners' sequence in unison. Use digital cameras to improve quality of work.

## Intervene

What have you learned previously that is helping you with your Handstand activities? How are you adapting these skills? Use 'KWL' strategy 'What do I **know** already about what makes a skill or action successful? What do I **want** to know? Use National Curriculum Quality Words to help learners. How good was your partner at teaching you their sequence? How can they improve their teaching? Discuss how repetition can improve the variety and complexity of a sequence.

## Perform

Everyone perform at the same time. Record performances digitally.

## Evaluate

Teacher-led self-evaluation. Review the recording. Which is your most successful action or skill and why? What have I **learned** about successful actions and skills? How am I going to use this to improve my performance? How accurately were you able to perform one another's sequences? Put apparatus away. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: learners identify the wow

factors from both sequences to include in a sequence next lesson.

Module 3	Example Lesson Plan	Unit 17 Lesson 4
<p><b>Outcomes for Lesson 17</b></p> <p><b>By the end of this unit pupils will be able to:</b></p> <ul style="list-style-type: none"><li>- - Practise a range of progressions for the Handstand</li><li>- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted</li><li>- Identify what makes a skill, idea or action successful</li><li>- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices</li><li>- Perform with greater accuracy and sustain over appropriate periods of time</li><li>- Describe how repetition can improve variety and add complexity to a sequence</li><li>- Make simple judgements about their own and others' performance</li><li>- Recognise the importance of rules and safety procedures and apply them consistently</li><li>- Use ICT to improve the impact of their work</li></ul>		
<p><b>Outcomes Lesson 4</b></p> <p><b>By the end of this lesson pupils will be able to:</b></p> <ul style="list-style-type: none"><li>- Practise a range of progressions for the Handstand</li><li>- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted</li><li>- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices</li><li>- Sustain performance over appropriate periods of time</li><li>- Recognise the importance of rules and safety procedures and apply them consistently</li></ul>		
<p><b>Recap</b></p> <p>Warm up using <u>Snapping Supports</u>. Explore actions into and out of Snapping Supports.</p>		
<p><b>Explore</b></p> <p>Set up the Inclusive stations for the Handstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually and in pairs and groups as necessary, moving to the next activity when they feel they are ready. The teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of the Handstand activities. At this stage many learners will be experiencing inverted balances of some form or another. Continue to ensure that learners work responsibly and safely. Get the apparatus out. Recap sequence from last lesson. Using wow factors from each learner's individual sequence, explore ways of linking these actions together using various Choreographic Devices. Use Choreographic Device Cards to aid differentiation.</p>		
<p><b>Create</b></p> <p>Create a combined individual and paired sequence that demonstrates a variety of Choreographic Devices and includes Snapping Supports and at least one of the Handstand family activities. Learners decide the order or the individual and pair components of the sequence.</p>		
<p><b>Intervene</b></p> <p>Continue to discuss previous learning and how it is being adapted and applied to their Handstand activities. Highlight learners who use Choreographic Devices effectively. Why are these devices effective and or successful? Which other devices could you use? How difficult is it to sustain control in these longer sequences? What will help you to be able to sustain control, so that your performance is consistent throughout the sequence? When have you followed safety procedures today? Could you work more responsibly, if so how could you do this?</p>		
<p><b>Perform</b></p> <p>Everyone perform at the same time.</p>		
<p><b>Evaluate</b></p> <p>Teacher-led self-evaluation. Which wow factors do you like best and why? Which Choreographic Devices have you used? How effectively have you used them? To what extent did you sustain control through your sequence? How could you improve this? Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: learners devise a warm-up that involves Monkey Walking and Snapping Supports.</p>		

## Outcomes for Lesson 17

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

- - Practise a range of progressions for the Handstand
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- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Describe how repetition can improve variety and add complexity to a sequence
- Make simple judgements about their own and others' performance
- Recognise the importance of rules and safety procedures and apply them consistently
- Use ICT to improve the impact of their work

## Outcomes Lesson 5

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

- Practise a range of progressions for the Handstand
- Identify what makes an idea successful
- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices
- Perform with greater accuracy and sustain over appropriate periods of time
- Make simple judgements about their own and others' performance
- Use ICT to improve the impact of their work

## Recap

Warm up using learner-designed warm-ups.

## Explore

Introduce the Wall Walk. Explore actions into and actions out of the Wall Walk. Discuss how the Wall Walk might be included into work on apparatus. Set up the Inclusive stations for the Handstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually and in pairs and groups as necessary, moving to the next activity when they feel they are ready. The teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of the Handstand activities. At this stage many learners will be experiencing inverted balances of some form or another. Continue to ensure that learners work responsibly and safely. Get the apparatus out.

## Create

Create a combined individual and paired sequence that demonstrates a variety of Choreographic Devices and includes a Wall Walk and at least one of the Handstand family activities. Be able to perform sequences with greater accuracy and sustain over appropriate periods of time. Use ICT to help learners become more accurate in their work.

## Intervene

Highlight learners demonstrating actions successfully. Why are they successful? How can you make your actions more successful? Highlight learners who imaginatively use Choreographic Devices. Discuss accuracy. Highlight learners demonstrating greater accuracy. Review digital recordings and analyse them, identifying aspects that demonstrate greater accuracy and target areas for improvement. How are these learners achieving this accuracy? What do you need to do to demonstrate greater accuracy in your work? Discuss what makes a good sequence. What do you think are the strengths of your sequence so far? What would you like to improve? How might you do this? Compare own performance with that of the gymnasts; what are you going to practise because of watching the gymnasts work?

## Perform

Perform to another pair. Observing pair to record performance digitally.

## Evaluate

Teacher-led peer-evaluation. Review the recording. What are the wow factors? What makes them wow factors? How effective is the pair's use of Choreographic Devices and what have you based this judgement on? What one thing would make the pairs sequence more successful? Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: email feedback to the other pair, which may include annotated video clips.

Module 3	Example Lesson Plan	Unit 17 Lesson 6
<p><b>Outcomes for Lesson 17</b></p> <p><b>By the end of this unit pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- - Practise a range of progressions for the Handstand</li> <li>- Begin to refine and adapt previously learnt techniques and skills and apply them to being inverted</li> <li>- Identify what makes a skill, idea or action successful</li> <li>- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices</li> <li>- Perform with greater accuracy and sustain over appropriate periods of time</li> <li>- Describe how repetition can improve variety and add complexity to a sequence</li> <li>- Make simple judgements about their own and others' performance</li> <li>- Recognise the importance of rules and safety procedures and apply them consistently</li> <li>- Use ICT to improve the impact of their work</li> </ul>		
<p><b>Outcomes Lesson 6</b></p> <p><b>By the end of this lesson pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>- Practise a range of progressions for the Handstand</li> <li>- Identify what makes an idea successful</li> <li>- Create and perform a combined individual and paired sequence that demonstrates a variety of Choreographic Devices</li> <li>- Perform with greater accuracy and sustain over appropriate periods of time</li> <li>- Make simple judgements about their own and others' performance</li> </ul>		
<p><b>Recap</b></p> <p>Warm up using Monkey Walking, Snapping Supports and Wall Walking. Recap and amend sequence from last week based on the feedback received from the other pair.</p>		
<p><b>Explore</b></p> <p>Set up the Inclusive stations for the Handstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually and in pairs and groups as necessary, moving to the next activity when they feel they are ready. The teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of the Handstand activities. At this stage many learners will be experiencing inverted balances of some form or another. Continue to ensure that learners work responsibly and safely. <i>Get the apparatus out.</i></p>		
<p><b>Create</b></p> <p>Create a combined individual and paired sequence that demonstrates a variety of Choreographic Devices.</p>		
<p><b>Intervene</b></p> <p>Highlight learners demonstrating actions successfully. Why are they successful? How can you make your actions more successful? Highlight learners who imaginatively use Choreographic Devices. Discuss accuracy. Highlight learners demonstrating greater accuracy. Review digital recordings and analyse them, identifying aspects that demonstrate greater accuracy and target areas for improvement. How are these learners achieving this accuracy? What do you need to do to demonstrate greater accuracy in your work? Discuss what makes a good sequence. What do you think are the strengths of your sequence so far? What would you like to improve? How might you do this?</p>		
<p><b>Perform</b></p> <p>Perform to another pair.</p>		
<p><b>Evaluate</b></p> <p>Peer-led peer-evaluation. Provide feedback to the other pair. Set a target for improvement. Put apparatus away. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Issue learners with the Handstand Family Certificate.</p>		