

PESSE Approach to Teaching Gymnastics
Unit 18 Overview

Outcomes for Lesson 18

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

- Practise a range of progressions for the Cartwheel
- Take more responsibility for their own actions and begin to understand associated risks
- Use compositional principles to plan a performance with an awareness of the factors that promote quality
- Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy
- Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances
- Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance

Outcomes Lesson 1

- Practise a range of progressions for the Cartwheel
- Create and perform a paired floor sequence that includes mirroring and a wide range of skills and activities performed with increasing control and accuracy
- Take increasing responsibility for their own learning
- Use key words to improve the quality and variety of their performance

Outcomes Lesson 2

- Practise a range of progressions for the Cartwheel
- Take more responsibility for their own actions and begin to understand associated risks
- Create and perform a paired small apparatus sequence that mirroring includes a wide range of skills and activities performed with control and accuracy
- Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances
- Take increasing responsibility for their own learning

Outcomes Lesson 3

- Practise a range of progressions for the Cartwheel
- Take more responsibility for their own actions and begin to understand associated risks
- Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with control and accuracy
- Ask questions to improve the quality and variety of their performance

Outcomes Lesson 4

- Practise a range of progressions for the Cartwheel
- Use compositional principles to plan a performance with an awareness of the factors that promote quality
- Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with control and accuracy
- Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances
- Use key words and ask questions to extend and improve the quality and variety of their performance

Outcomes Lesson 5

- Practise a range of progressions for the Cartwheel
- Take more responsibility for their own actions and begin to understand associated risks
- Use compositional principles to plan a performance with an awareness of the factors that promote quality
- Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy
- Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances

Outcomes Lesson 6

- Practise a range of progressions for the Cartwheel
- Use compositional principles to plan a performance with an awareness of the factors that promote quality
- Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy
- Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance

Module 3	Example Lesson Plan	Unit 18 Lesson 1
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Outcomes Lesson 1</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Create and perform a paired floor sequence that includes mirroring and a wide range of skills and activities performed with increasing control and accuracy - Take increasing responsibility for their own learning - Use key words to improve the quality and variety of their performance 		
<p>Recap Warm up using Sleeping Camels. Recap previous learning particularly in relation to body schooling activities and skills.</p>		
<p>Explore Set up the Inclusive stations for Cartwheel 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. Teacher must monitor to ensure learners are appropriately challenged. 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 taking weight on hands. Ensure learners explore actions into and actions out of Cartwheel activities. Introduce the concept of mirroring in gymnastics. In pairs learners explore mirroring. Encourage learners to use as wide a range of body schooling activities and skills as possible. Encourage learners to use digital cameras to establish the accuracy of their mirroring.</p>		
<p>Create Create a paired floor sequence that includes at least one action from the Cartwheel family of activities, mirroring and a wide range of other skills and activities performed with increasing control and accuracy</p>		
<p>Intervene Highlight learners who are mirroring effectively. What makes their mirroring effective? Ask learners to describe how they are working. Use word wall to discuss quality and variety. Highlight learners who are performing with increasing control and accuracy. How can you improve your performance? Reinforce correct use of key words/terminology.</p>		
<p>Perform Create a paired floor sequence that includes at least one action from the Cartwheel family of activities, mirroring and a wide range of other skills and activities performed with control and accuracy.</p>		
<p>Evaluate Teacher supported self-evaluation. Teacher give each pair several key word resource cards and ask the pair to select 3 that they use to evaluate their performance with. Pairs share their evaluations with another pair. Discuss how each pair has used the key word and any others that might be relevant.</p>		

Module 3	Example Lesson Plan	Unit 18 Lesson 2
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Outcomes Lesson 2</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Create and perform a paired small apparatus sequence that mirroring includes a wide range of skills and activities performed with control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning 		
<p>Recap Introduce Baby Elephants; use this activity as a warm up. Use key words to recap last lesson's learning.</p>		
<p>Explore Set up the Inclusive stations for Cartwheel 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. Teacher must monitor to ensure learners are appropriately challenged. 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 taking weight on hands. Ensure learners explore actions into and actions out of Cartwheel activities. Explore performing new activities as a mirror image of your partner. Discuss the associated risks with these activities and how learners can take more responsibility for their own actions.</p>		
<p>Create Create a paired apparatus sequence that includes mirroring and a wide range of skills and activities performed with control and accuracy. Learners design and use their own apparatus lay outs; use CD-Rom planning tool as appropriate.</p>		
<p>Intervene Highlight learners who are performing with control and accuracy. Ask rest of the class to use key words to describe highlighted examples. Ask the learners who have demonstrated to state which comments were useful and which aspects of the feedback they are going to use in order to improve their performance. Ask rest of the class how they might improve their work as a result of listening to the performers thoughts.</p>		
<p>Perform Perform to another two pairs.</p>		
<p>Evaluate Learner-led evaluation. Performing pair receive feedback from the two observing pairs and then identify which aspects of this feedback they are going to use in order to improve their own performance. Home learning: learners design a warm up that uses Baby Elephants and bring ideas to the next lesson.</p>		

Module 3	Example Lesson Plan	Unit 18 Lesson 3
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Outcomes Lesson 3</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with control and accuracy - Ask questions to improve the quality and variety of their performance 		
<p>Recap Learners warm up using their home learning ideas. Share ideas in groups of 4 or 5.</p>		
<p>Explore Set up the Inclusive stations for Cartwheel 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. Teacher must monitor to ensure learners are appropriately challenged. 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 taking weight on hands. Ensure learners explore actions into and actions out of Cartwheel activities. Explore performing new activities as a mirror image of your partner. Discuss the options for the location of the imaginary mirror line. Explore spatial arrangements and mirroring and the impact this has on the possible location of the mirror line. Discuss the associated risks with these activities and how learners can take more responsibility for their own actions. Get out learner designed apparatus.</p>		
<p>Create Create a paired apparatus sequence that includes mirroring, a range of spatial arrangements and a wide range of skills and activities performed with control and accuracy.</p>		
<p>Intervene Highlight learners who perform a range of imaginative mirroring actions. Discuss why they are imaginative and other possibilities. Use KS2 PESS Dance questioning resource cards to scaffold learners questioning skills. Ask learners to brainstorm a list of questions they could ask themselves or others that would help them improve the quality and variety of their own and others performances. Encourage learners to work together to review the list in order to construct effective questions.</p>		
<p>Perform Perform to another two pairs.</p>		
<p>Evaluate Learner-led evaluation. Hot seat the performing pair so they ask questions of the observers that will help them improve the quality and variety of their work. Allow learners to refer to the questions they prepared earlier. Learners plan what they will do next lesson in order to improve their performance.</p>		

Module 3	Example Lesson Plan	Unit 18 Lesson 4
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Outcomes Lesson 4</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Recap Introduce Spinning Supports; use this activity to warm up. Revisit plan from last lesson and plan to achieve improvements.</p>		
<p>Explore Set up the Inclusive stations for Cartwheel 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. Teacher must monitor to ensure learners are appropriately challenged. 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 taking weight on hands. Ensure learners explore actions into and actions out of Cartwheel activities. Explore performing new activities as a mirror image of your partner. Discuss the options for the location of the imaginary mirror line. Explore spatial arrangements and mirroring and the impact this has on the possible location of the mirror line. Discuss the associated risks with these activities and how learners can take more responsibility for their own actions. Get out learner designed apparatus.</p>		
<p>Create Create a paired apparatus sequence that includes mirroring, a range of spatial arrangements and a wide range of skills and activities performed with control and accuracy. Revisit plan from last lesson; ensure that all aspects identified for improvement have been incorporated into new sequence.</p>		
<p>Intervene Discuss compositional principles. Modify KS2/3 PESS Dance resources and compare and contrast the factors that promote quality dance and discuss which aspects can be transferred, which aspects not relevant and what else should be considered when considering quality performances in gymnastic activities. Create a word wall of the key factors that promote quality.</p>		
<p>Perform Perform to another two pairs.</p>		
<p>Evaluate Learner-led evaluation. Observing pairs use the word wall and question resources to provide feedback to performers. Performers set targets for improvement for next lesson.</p>		

Module 3	Example Lesson Plan	Unit 18 Lesson 5
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Outcomes Lesson 5</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances 		
<p>Recap Introduce Windscreen Wiper Tag. Use this activity as a warm up. Recap the factors that promote quality, discuss how going to achieve targets for improvement.</p>		
<p>Explore Set up the Inclusive stations for Cartwheel 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. Teacher must monitor to ensure learners are appropriately challenged. 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 taking weight on hands. Ensure learners explore actions into and actions out of Cartwheel activities. Get out learner designed apparatus.</p>		
<p>Create Create a paired apparatus sequence that includes mirroring, a range of spatial arrangements and a wide range of skills and activities performed with consistent control and accuracy.</p>		
<p>Intervene Highlight learners who perform with consistent control and accuracy. Discuss how control and accuracy relate to quality. Use word wall words from last week and the assessment for learning strategy - Bull's-eye. In groups each group has a set of words and must place them on the archery type target to identify their importance in improving performance. Those closest to the bull's-eye are the most important, those in the outer rings least important. Ask learners to use this information to further improve their work.</p>		
<p>Perform Perform to another pair.</p>		
<p>Evaluate Learner-led self-evaluation. Learners reflect on the extent to which their performance has improved by using the Bull's-eye activity to target aspects for improvement and discuss if their judgements about where each word was located on the target were accurate, do they need to amend the positions of any words. Learner-led peer-evaluation use amended Bull's-eye picture to provide feedback to the other pair. Performing pair set targets for next lesson. Home Learning: Learners to design a warm up that incorporates Baby Elephants, Spinning Supports and Windscreen Wiper Tag.</p>		

Module 3	Example Lesson Plan	Unit 18 Lesson 6
<p>By the end of this unit learners will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Take more responsibility for their own actions and begin to understand associated risks - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Outcomes lesson 6</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Cartwheel - Use compositional principles to plan a performance with an awareness of the factors that promote quality - Create and perform a paired apparatus sequence that includes mirrored actions and a wide range of skills and activities performed with consistent control and accuracy - Take increasing responsibility for their own learning and use key words and ask questions to extend and improve the quality and variety of their performance 		
<p>Recap Learner designed warm ups. Recap aspects for improvement this lesson, discuss in detail how everything the learners have heard this unit will impact on their performance.</p>		
<p>Explore Set up the Inclusive stations for Cartwheel 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. Teacher must monitor to ensure learners are appropriately challenged. 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 taking weight on hands. Ensure learners explore actions into and actions out of Cartwheel activities. Get out learner designed apparatus.</p>		
<p>Create Create a paired apparatus sequence that includes mirroring, a wide range of skills and activities performed with consistent control and accuracy.</p>		
<p>Intervene Discuss how learners can take increased responsibility for their own learning. Use examples from previous lessons and discuss other opportunities.</p>		
<p>Perform Perform to another pair. Digitally record sequences</p>		
<p>Evaluate Learner-led self-evaluation. Learners analyse strengths of their performance in relation to quality and variety and identify areas to be further developed. Home learning: Learners plan a training programme to assist their future development.</p>		