

	Subject: <b>Gymnastics</b> Accurate Replication Lesson: <b>Headspring Vault</b>	Year:	Group:	Total No.:	M:	F:
		Ability:	Period:	SEN:		
		Duration:	w/c			

<b>Objectives:</b> To be able to accurately replicate a technically correct headspring vault, including safe take off and landing. To be able to devise and use criteria and checklists to analyse accurate replication effectively.						
<b>Key Aspect of Transfers of Skills and Analysis</b>	Throughout every aspect of this sessions: <ul style="list-style-type: none"> <li>- Discuss and analyse the different skills, phases, actions and techniques found in Athletic, Dance and Gymnastic activities that can be accurately replicated</li> <li>- Identify the similarities and the teaching points found in each of these skills, movement phases, actions and techniques</li> <li>- Get the students to transfer and accurately replicate the techniques, skills, movements, actions and phases through numerous aspects, techniques and skills</li> </ul>					
Activity	Description	Objectives	✓	Teaching Points	Evaluation / Accurate replication	Differentiation and Creativity
<b>Student Warm Up</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.		- listen to and follow instructions of those leading the warm-up	Observe pupils accurate replication	🕒 Ask students how they could make warm up easy / harder / intense
<b>Student Stretches</b>	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to Gymnastics		- Hold stretches for 8 seconds. - No bouncing.	<b>Q &amp; A</b> on benefits of stretching and their warm ups	⬆️ Get pupils to incorporate stretching with Objects that are to be used within the lesson
<b>Headspring Vault</b>	- Student accurately replicates stationary vault on a stack of crash mats,	To be able to accurately replicate a technically correct headspring vault, including safe take off and landing. To be able to devise and use criteria and checklists to analyse accurate replication effectively.		- Place hands and head in position - Bounce hips up and down - Accurately replicate kicking of the legs up.	<i>M/C</i> - Discuss and listen to strengths and weaknesses <i>M/C</i> - Evaluate accurate replication using the skills <i>M/C</i> - Discuss and listen to strategies that are used to incorporate complex skills and routines <b>Q &amp; A</b> : Are the skills predictable or unpredictable <b>Q &amp; A</b> : Is the precision, accurate replication and accuracy in each skill accurately replicated <b>Q &amp; A</b> : Are they accurately replicating the skill and techniques at speed with control	<b>VIDEO PROGRESSIONS</b>  <b>PEER EVALUATION OF THE VAULT</b>  🏆 - Are the accurately replicators being creative 🏆 - Are the accurately replicators incorporating the correct moves and timing Cr – Pupils devise a practice which enables them to incorporate suitable moves for their own ability
	- as above, this time bouncing up to headstand			- Over-rotate when in headstand position and land flat on the crash mats.		
	- As above, this time add a small run up,			- After short run up - Place head and hands in position, - Kick up and just after over rotating push up into headstand to lift the body.		
	- Accurately replicate using springboard and box.			- Increase run up speed and length - Two footed take off from springboard - Make hard contact with board - Touch the horse / box <b>- Only hands are placed on box, <u>not the head</u></b> - Swing the legs around the hands, over onto the mat and land with two feet on mats		
<b>Cool Down</b>	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise		- listen to and follow instructions of those leading the cool down - complete exercises and stretches	<b>Q &amp; A</b> on the teaching points and objectives of the skill, activity and lesson	⬆️ Ask pupils questions why a Cool down is essential after exercise

<b>Informed Choices and Lifestyle</b>	Discuss what skills and mental abilities you need to be a good sportsperson in Gymnastics Highlight the pathway to be an elite performer in Gymnastics Highlight the pathway to be an official in Gymnastics Highlight the pathway to be an Gymnastics coach										
<b>Equipment</b>	Vaults, Mats, Crash Mats, Safety mats, Analysis sheets, Digital camera, TV, Camcorder, Video, Any other equipment needed										
ICT	Assessment	Citizenship	Peer Evaluation	Literacy	Numeracy	Pupil planning					
Analysis of perf.	Evaluation	Feedback	Q & A	Mathematics	Art	English	Science	Technology			

**Comments / Notes:**

**HEALTH AND SAFETY THROUGHOUT THIS LESSON**

– Teacher must support the students through handspring progressions. – Ensure all work is accurately replicated away from walls and in the centre of the mat  
– Ensure that all jewellery is removed before the lesson. – Check the condition of all mats before they are used. – Ensure crash mats are fastened together and cannot slip. - Teacher to support all progressions. – Support all students on the vaulting exercises until you are confident in their ability

**ADDITIONAL COMMENTS FOR LESSON, SCHEME AND PLANNING DEVELOPMENT**

<b>Competence</b>	<b>Accurate replication</b>	<b>Creativity</b>	<b>Health and Active Lifestyle</b>
<b>Developing Skills</b>	<b>Making and Applying</b>	<b>Physical and Mental Capacity</b>	<b>Evaluating and Improving</b>