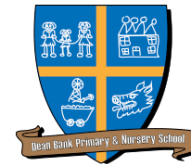




# Dean Bank Primary School

## PE - Medium Term Plan



**Subject Area: Gymnastics**

**Term: Autumn**

**Class: 5**

<p><b><u>Core Task</u></b> Partner Work</p>	<p><b><u>National Curriculum</u></b> -Develop flexibility, strength, technique, control and balance -Compare their performances with previous ones</p>
<p><b><u>Key Terms</u></b> Inverted, balance, flexibility, flow, combinations, control, explosive, contrasting, actions, sequence, counter balance, counter tension, mirror, match, symmetrical, asymmetrical, pathway, level, speed</p>	<p><b><u>Key Skills</u></b> -Performing actions such as balancing and rolling -Link different balances and movements smoothly -Use apparatus safely to explore different combinations -Perform sequences of movements working at different levels etc. -Evaluate own performances and identify how to improve</p>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation	Equipment
<p><b><u>Core Task Assessment</u></b> -To repeat a sequence on the floor and on apparatus</p> <p>-To use different actions in a sequence</p> <p>-To use body tension and control</p> <p>-To work safely with a partner</p> <p>-To create longer and more complex sequences</p>	<p>Travel in time with a partner, move away from and back to a partner.</p>	<p>What could you include in a more complex sequence?</p> <p>Can you transfer smoothly from one action to another?</p> <p>How can you ensure you are using the equipment safely?</p> <p>How can you make your movements more controlled?</p> <p>What could you do to help your partner create a balance?</p>	<p>Warm up - stretches</p> <p>Partner Work - Core task:</p> <p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p>	<p>Mats Benches</p>



# Dean Bank Primary School

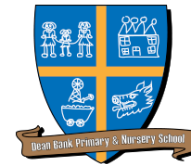
## PE - Medium Term Plan



		How could you change your performance to make it better?		
--	--	--	--	--



## Dean Bank Primary School PE - Medium Term Plan



<p>I can perform individual balances.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Explore balances on own</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p>	<p>What can you remember about balances?</p> <p>Which balances did you find easier?</p> <p>Which balances did you find harder?</p> <p>How did you find matching a partners balance?</p>	<p>Warm Up: Stuck in the mud - shapes. 2 children will have a ball, they must travel round the room and 'tig' other children. If a child is tug, they must perform a gymnastics shape, to be set free another child must come and mirror the shape in front of them of 3 seconds. Model the shapes children could use.</p> <p>Explain to children that today we are going to be working on individual balances. Ask children what they can remember about balances? Recap key vocabulary. Model to children individual balances they could use. Provide children with prompt cards if needed, with images of balances.</p> <p>Children to practice different balances. LC &amp; BH to support children where needed. Challenge - can children find a partner and match their balance?</p> <p>Cool Down - Stretches.</p>	<p>Mats</p>
---	---	---	---	-------------



## Dean Bank Primary School PE - Medium Term Plan



<p>I can perform balances with a partner.</p>	<p>Mirror and match a partner's balance</p> <p>Explore and develop control in taking some/all of a partner's weight - pushing against or pulling away from</p> <p>Perform a range of acrobatic balances with a partner on the floor</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p>	<p>What balances can you remember from last lesson?</p> <p>Which balance did you find easier?</p> <p>Which balance did you find harder?</p> <p>How long should you hold your balance for?</p> <p>Is working with a partner easier or harder than working on your own?</p>	<p>Warm up - Stretches</p> <p>Ask children which balances they can remember from the last lesson. Allow some children to demonstrate. Explain to children that today we are going to be performing balances with a partner. Show children some partner balances and get 2 children to demonstrate these to the rest of the class. Using balance cards, give pairs a balance to try. LC to provide support to children where needed, BH to change groups balance card, including giving harder balances to those who are able. Allow children time to practice different balances.</p> <p>Ask each pair to decide on 3 balances and perform these for the rest of the class.</p> <p>Challenge - Those children who need a further challenge, show them some group balances, can they introduce more people into their balance?</p>	<p>Mats</p>
---	---	---	---	-------------



# Dean Bank Primary School PE - Medium Term Plan



			Cool Down - Stretches	
--	--	--	-----------------------	--



## Dean Bank Primary School PE - Medium Term Plan



<p>I can perform different jumps.</p>	<p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along and off apparatus</p>	<p>What jumps can you remember?</p> <p>Which jump did you find easier?</p> <p>Which jump did you find harder?</p> <p>Why is the landing important?</p> <p>Did you prefer jumping on the mat or jumping off the bench?</p>	<p>Warm up - Stretches</p> <p>Ask children what jumps they can remember and get children to demonstrate them. Explain to children that today we are going to be performing different jumps. Explain the different jumps to children and demonstrate them/get children to demonstrate them.</p> <p>Beginning on the mats, children to perform different jumps. Place different jump cards on mats around the hall (jump stations) children to practice jumps and then move stations.</p> <p>To challenge the children, introduce the bench. Can they jump off or on the bench performing their jumps. BH to model and support pike jump to HA children. Can they pike jump off the bench and land on the mat?</p> <p>Cool down stretches to end.</p>	<p>Mats Benches</p>
---------------------------------------	--	---	---	-------------------------



## Dean Bank Primary School PE - Medium Term Plan



<p>I can begin to perform rolls.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/forward roll from standing in a straight position.</p> <p>Perform balances with control, showing good body tension.</p> <p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p>	<p>Why is it important to take care when performing a roll?</p> <p>Which roll did you prefer?</p> <p>Which roll was more difficult?</p> <p>What difference does beginning and ending with a gymnastics stance make?</p>	<p>Warm up stretches and balances.</p> <p>Ask children if they know of any rolls? Can they demonstrate them?</p> <p>Explain to children that today we are going to be practicing different rolls. Similar to when we looked at jumps, we will have different stations for different rolls.</p> <p>Demonstrate the rolls at each station, ask children to demonstrate where needed. Children to practice different rolls at different stations. LC to circulate between stations providing support where needed. BH to be stationed at forward roll, providing support to children if and when needed.</p> <p>Challenge - can children perform a forward roll with a gymnastics stance at the beginning and end? Can children perform a roll in unison with a partner?</p>	<p>Mats</p>
--------------------------------------	---	---	---	-------------



# Dean Bank Primary School

## PE - Medium Term Plan



			Cool down stretches to end.	
--	--	--	-----------------------------	--





## Dean Bank Primary School PE - Medium Term Plan



<p>I can create a basic routine.</p>	<p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p>	<p>What skills have we been working on?</p> <p>Why did you choose those elements for your routine?</p> <p>What did you like about the routine?</p>	<p>Warm up - jumps. Children to ove around the room, LC to call out a number and children to perform that jump.</p> <p>Ask children what we have learnt so far in our gymnastics topics. Recap the different balances, rolls and jumps we have been working on. Explain to children that today we are going to be working with a partner to put these skills together to form a basic routine.</p> <p>Children to work with a partner to create their routine. LC and BH to circulate all groups, providing support/prompts if needed.</p> <p>Children to then perform their routine for the rest of the class.</p> <p>Challenge - do children want to bring equipment such as a bench into their routine?</p> <p>Children to discuss what they liked about each routine</p> <p>Cool down - stretches</p>	<p>Mats Benches</p>
--------------------------------------	---	--	---	-------------------------



## Dean Bank Primary School PE - Medium Term Plan



<p>I can practice different ways of travelling.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.</p> <p>Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>	<p>What do we mean by travelling?</p> <p>Did you find the bunny hops hard?</p> <p>What do you need to remember when performing a cartwheel?</p>	<p>Warm up - Children to move around the room, when a number is called children to get into groups of that number and perform a balance together</p> <p>Explain to children that today we will be looking at travelling, does anyone know what that means?</p> <p>Explain the different ways of travelling to the children. Begin by looking at side steps and bunny hops.</p> <p>Children to practice each skill, LC to support children with bunny hops - encouraging them to crouch down and back up.</p> <p>Challenge - Children who need a challenge will work with BH to perform cartwheels.</p> <p>Can children bunny hop/cartwheel along a bench?</p> <p>Can children travel with a partner?</p> <p>Cool down stretches to end.</p>	<p>Mats Benches</p>
---	--	---	---	-------------------------



## Dean Bank Primary School PE - Medium Term Plan



<p>I can incorporate elements of travel into a routine.</p>	<p>Travel in time with a partner, move away from and back to a partner.</p> <p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Perform balances with control, showing good body tension.</p> <p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p>	<p>What travel elements have we practiced?</p> <p>How could you add these elements to your routine?</p> <p>How does this improve your routine?</p> <p>Does it make your routine harder?</p>	<p>Warm up - travelling. Children to mover around the room. When a number is called, children to bunny hop/side step depending on the number.</p> <p>Ask children what they can remember from the lesson we looked at travelling? Childre to demonstrate what they can remember.</p> <p>Explain to children that we are going to be incorporating elements of travel into the routines we created in an earlier lesson.</p> <p>Children to work with their partner, adding travel elements into their routine.</p> <p>LC and BH to support all children where needed.</p> <p>Challenge - do children want to add a bench into their routine?</p>	<p>Mats Benches</p>
---	--	---	--	-------------------------



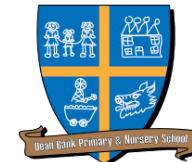
## Dean Bank Primary School PE - Medium Term Plan



<p>I can develop a routine.</p>	<p>Travel in time with a partner, move away from and back to a partner.</p> <p>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</p> <p>Perform balances with control, showing good body tension.</p> <p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p>	<p>How could you improve your routine?</p> <p>What have you added to your routine?</p> <p>What did you enjoy about the other routines?</p> <p>What difference does music make to a routine?</p>	<p>Warm up - stretches</p> <p>Explain to children that today we are going to be practicing our routines and adding additional elements if we feel confident to do so.</p> <p>Children to perform their routines for the class, allowing other children the ability to magpie ideas from each other.</p> <p>BH and LC to offer suggestions to partners routines to enable them to develop them, such as an additional jump etc.</p> <p>Children to offer feedback, what they have enjoyed, what went well etc.</p> <p>Children to evaluate their own routines also.</p> <p>Cool down - stretches</p>	<p>Mats Benches</p>
---------------------------------	--	---	---	-------------------------



## Dean Bank Primary School PE - Medium Term Plan



<p>Core task assessment.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>	<p>What difference can you see from when we started the topic?</p> <p>How has your confidence and understanding changed since the beginning of the topic?</p>	<p>Repeat core task assessment</p> <p>Children to perform routines for the class.</p> <p>LC and BH to assess children for progress.</p>	<p>Mats Benches</p>
------------------------------	--	---	---	-------------------------