



Dean Bank Primary School and Nursery PE - Medium Term Plan



Subject Area: Gymnastics

Term: Autumn 2

Class: 1

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| <p><u>Core Task</u> Making shapes L1</p> | <p><u>National Curriculum</u></p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, developing balance, agility and coordination, and begin to apply these in a range of activities. |
| <p><u>Key Terms</u> Perform, range, actions, balance, jump, roll, travel, tension, sequence, apparatus, safety, control, accuracy, speed.</p> | <p><u>Key Skills</u></p> <ul style="list-style-type: none"> Develop fundamental movement skills; balance, travel, roll and jump. Become increasingly competent and confident in extending their agility, balance and coordination. |

| Learning Objective | Skill Focus (Physical Skills, Thinking Skills, Team Skills) | Key Questions | Activities and Differentiation | Resources/FAO BH |
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| <p>Core task assessments</p> <p>I can use different gymnastic shapes.</p> <p>I can select actions to create a movement phrase.</p> <p>I can perform rolls, jumps and travel safely.</p> <p>I can link and repeat basic actions.</p> <p>I can perform on different levels on floor and apparatus.</p> <p>I can perform with control and accuracy.</p> <p>I can manage space safely.</p> <p>I can watch and describe a partner's sequence.</p> | <p>Using different gymnastic shapes.</p> <p>Selecting actions to create a movement phrase.</p> <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> <p>Performing with control and accuracy.</p> <p>Managing space safely.</p> <p>Watching and describing a partner's sequence.</p> | <p>Do you feel warm or sweaty? Why?</p> <p>What actions do you do in your sequence?</p> <p>What do you think is good about your sequence?</p> <p>How can you improve your sequence?</p> <p>What do you need to practise?</p> <p>Can you copy a partner's sequence?</p> <p>What actions are included in the sequence?</p> | <p>Warm Up - Following on from Autumn 1, children play 'Sheep Tig'. Children lay on the floor with their legs straight in the air whilst if they are the sheep. Choose 2 children to model being the farmer and sheep prior to starting. Mix the farmers and the sheep during the warmup. 6 minutes. BH to support Rosie and Chloe. Discuss with the children if they feel warm/sweaty once they've completed the warmup.</p> <p>Task - The 'Making shapes' core task involves children creating a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling or jumping. The children begin by developing a sequence on floor and mats, starting away from a mat, performing an action towards the mat and then an action across the mat. They then transfer their work to apparatus, either performing two actions on apparatus or one on floor and one on apparatus.</p> <p>Cool Down - Children play Simon Says. Children participated in this during A1, so briefly re-model then ask MPA child to lead. AF to support LPA children. BH to support child leading cool down. 5 minutes.</p> | <p>Mats</p> <p>Benches</p> |



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| <p>Notes for this unit -</p> | | | <p>Encourage pupils to sit in pike position whenever they are sitting and receiving instructions during this unit. Discuss how to stay safe at the beginning of each lesson - model using equipment safely.</p> <p>Opportunities to for progression or simplify/ support:</p> <ul style="list-style-type: none"> -Increase/decrease the distance for children to move/travel/perform -Children to work with a HPA pair to model/support -Rory and Archie to model key balances/rolls/travel/jumps or narrate what the performer does. -Lower the height/platform to support children who're cautious of the distance from platform-floor. | |
| <p>I can make straight shapes.</p> <p>2 lessons</p> | <p>Managing space safely.</p> <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> <p>Performing with control and accuracy.</p> | <p>How does exercise make your body feel?</p> <p>What does straight mean?</p> <p>How do we know that our body is in a straight shape?</p> <p>What types of movement are included in the sequence?</p> <p>How does a gymnast travel? What do their hands and legs do?</p> <p>Can you show me what a straight shape looks like?</p> | <p>Warm Up - Balance Bathroom - Lesson 1 and 2</p> <p>Mark out a large area suitable for playing tag game for whole class.</p> <p>Identify 2 catchers who will need to tag the rest of the group with a large soft ball.</p> <p>If a player gets caught they should hold a balance (new balance each round):</p> <ul style="list-style-type: none"> • <i>Shower - Tall, straight shape, with arms extended above head</i> • <i>Toilet - Kneel down and abduct arms to 90 degrees</i> • <i>Sink - Kneeling and make a 'sink' with hands</i> • <i>Bath - Front/ back support</i> <p>To get back into the game another player who is free should perform specific action related to balance to allow them back in the game:</p> <ul style="list-style-type: none"> • <i>Shower - Reach tall and high 10 caught player</i> • <i>Toilet - push down arms to 'flush' the toilet</i> • <i>Sink - Pretend to wash hands in the sink</i> • <i>Bath - copy balance and count to 3</i> <p>Swap taggers each round. For progression, add more taggers.</p> <p>Lesson 1 - https://www.youtube.com/watch?v=VgQ18xTI_A - Amy Tinkler</p> | <p>Soft balls -2</p> <p>Mats</p> <p>Benches</p> <p>Apparatus</p> <p>Spots</p> |



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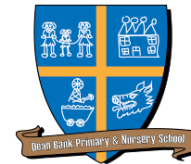
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| | | | <p>https://www.youtube.com/watch?v=2fdp8SVOSF4 - Simone Biles</p> <p>Play snippets from the videos and explain that this sport is called gymnastics. Allow children to ask questions and make comments about what they see on the videos. Explain that pupils will have to develop a gymnastics sequence by the end of the unit that links 2 gymnastics shapes (balances) through travel, roll or jump. Today we will be focusing on straight shapes.</p> <p>1-Model walking like a gymnast - tall and strong with tension and extension. Children practice this, walking around the hall - forwards, backwards and changing direction - using this technique. BH to support Chloe and Clarissa; AF to support RB, AT and GP.</p> <p>2-Introduce and model straight shape balances - pencil- arms stretched above head, log- arms by side). Children then practice balancing to the given balance call. Challenge Rory and Archie to see how many ways they can demonstrate this position? (i.e on feet/ back/ front/ side). AF - Chloe, Amelia and Clarissa, BH - Grayson and Rosie.</p> <p>3-Explain that now we're going to link our travel and balance together. Place spots, benches, mats, gym tables etc around space. Model traveling-balance-travelling, performing the straight shapes covered, from spot to spot. Children then practice this in pairs on the mats.</p> <p>Throughout each activity point out good extension and tension of limbs and select pupils to demonstrate to others.</p> <p>Lesson 2 - To recap, select children to model walking like a gymnast and straight balances from last lesson. Children to sit in pike position when sitting.</p> | |
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| | | | <p>1-Model a log roll and pencil roll; place picture cards around the room to support when children complete this task themselves. Explain that the body stays straight once more. Children practice pencil rolls and log rolls. AF - CB, CF and GP. BH - AT and RB.</p> <p>2-Model walking like a gymnast along the bench, performing a 2 foot-2 foot jump to dismount. Narrate process and performance throughout and focus on the technical aspects of jumping - such as knees bent and landing upright. Ask a child to model this. Children to then work in small, mixed ability groups. Children travel along the bench, complete a 2 footed jump then perform landing hold.</p> <p>3- Select children to model their performance and praise throughout. Ask the children to give feedback to the performer, praising throughout. Model a straight balance, traveling along the bench then a straight jump at the end. Children to practice this. For progression - child to perform a different balance on the bench in between travelling. To simplify - children continue to perform task 2.</p> <p>Cool Down: Musical Statues (Lesson 1 and 2).</p> <p>Pupils move around area when music is playing. When music stops, they should hold a straight balance.</p> | |
| <p>I can perform a tucked shape.</p> <p>2 lessons.</p> | <p>Using different gymnastic shapes.</p> <p>Selecting actions to create a movement phrase.</p> | <p>How did this warm up make your body feel?</p> | <p>Warm up : Musical Statues - Lesson 1 and 2</p> <ul style="list-style-type: none"> Pupils move around area in different ways. | <p>Mats</p> <p>Benches</p> |



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| | <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> <p>Performing with control and accuracy.</p> <p>Managing space safely.</p> <p>Watching and describing a partner's sequence.</p> | <p>How did this cool down make your body feel?</p> <p>Was this movement easy or difficult to perform? Why do you think this? What was good about your friends performance/roll/jump/travel/balance?</p> <p>Do you have any ideas about how this routine could be improved?</p> | <ul style="list-style-type: none"> When music stops pupils should hold balance as shown on gym card. Play several times changing travelling actions and balances. <p>Lesson 1 - Explain the LO. Model making a tucked balance shape on bottom and on back. Ask children if there are any other ways that we can make a tucked shape - e.g. on knees or on sides. Model making these shapes. Call out the balances one by one and complete as a We Do. Children then put this into a sequence by walking like a gymnast (as covered last lesson) then performing the named balance.</p> <p>Ask children if there are any ways that they can make a tucked jump shape - show jump cards to support (bunny hop, frog leap, tuck jump). Select a child to model each. Re-model and narrate to support learning and skill. Complete each jump as a We Do. Children then have time to practice their jumps on spots, benches and mats. Challenge children to link their balance shape or movement from last lesson to their devised sequence. Give children time to explore the equipment and their movements, then select children to model and perform their sequence.</p> <p>BH - AT, CB. AF - RB, CF, GP.</p> <p>Lesson 2 - Display movement cards around the room. Complete each movement as a We Do. Ask children to name the movement.</p> <p>Model making an egg roll and a rock and roll (from bottom roll onto back and back to bottom). Repeat this as a We Do. Pupils then work in mixed ability groups and move from station to station, performing each roll.</p> <p>Model incorporating a roll into a routine - e.g. balance, travel to mat, then roll across the mat. Children to explain what they like/dislike about it. Place spots, benches and tables around the room. In pairs, children explore making different routines using the equipment given. Children then given time to perform their routine to the class; narrate throughout, provide praise to the performer, as well as giving others the opportunity to provide feedback to the performer/s.</p> <p>AF - AT, CB, RB. BH - CF, GP.</p> | <p>Apparatus</p> <p>Spots</p> |
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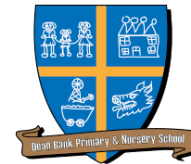
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| | | | <p>Cool Down: Sleeping Gymnasts (Lesson 1 and 2) Pupils relax in tucked position on any part of their body When teacher touches pupil with a soft ball, they should extend limbs into a straight shape If teacher touches a player in straight shape they must return to tucked position.</p> | |
| <p>I can make wide shapes.</p> | <p>Using different gymnastic shapes.</p> <p>Selecting actions to create a movement phrase.</p> <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> <p>Performing with control and accuracy.</p> <p>Managing space safely.</p> <p>Watching and describing a partner's sequence.</p> | <p>How do you perform a wide shape? Where do your body parts go?</p> <p>Do you move fast or slow when you make wide shapes?</p> <p>What was easy/difficult about this?</p> <p>How can we perform this safely?</p> <p>How do we know we're in a space?</p> <p>How could your friend make this performance better?</p> <p>What is good about this performance?</p> <p>What are they doing? Tell me what you can see.</p> | <p>Warm up: Pathways - Lesson 1 and 2 Pupils must transport equipment from one end of area to the other by stepping on the floor spots and hoops only. Play game by stepping like a gymnast, jumping, hopping, side steps etc. Travel on hands and feet but this time pupils must avoid spots and hoops.</p> <p>Lesson 1 - State the LO and explain the concept of wide movements. I Do - Model walking like a gymnast, moving arms at different heights - symmetrical and asymmetrical. We Do - Children to perform this as I continue to model. I Do - Model making a star balance shape on feet, on back, tummy, 1 hand and 1 foot. We Do - Children to practice making star balances alongside AF as these balances continue to be modelled, one at a time.</p> <p>You Do - children work in mixed ability pairs on the mats (from one spot to another) to put their wide travel and balances together, creating their own simple routine. To simplify - bring in the spots so children travel less distance. To extend - children to incorporate a movement from past lessons into their routine/ increase the distance between the spots with children performing another balance in their sequence.</p> <p>Throughout - AF - CF, CB, AT - BH - RB, GP.</p> <p>Lesson 2 - Display movement cards around the room from the last 2 lessons. Complete each movement as a We Do. Ask children to name the movement.</p> <p>Ask a child to make a star jump - straight shape- star shape; narrate child's movements throughout. Class to practice this as a We Do, with AF modelling this. Place spots, benches, mats, gym tables etc around room. Give pupils time to explore equipment available and implement this type of movement within their routine.</p> | <p>Mats</p> <p>Benches</p> <p>Apparatus</p> <p>Spots</p> |



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| | | | <p>AF to then model travelling along the bench in a wide shape, making a star jump in the air and landing in a straight position. Narrate throughout. Select a child to then repeat this, narrating their performance. Children to then practice traveling on the benches/tables, mats and spots. Children to create their routine and perform to the class with praise and feedback provided.</p> <p>Throughout - AF - RB, GP, CB. BH - CF, AT.</p> <p>Cool Down: Tunnel Ball - Lesson 1 and 2 Stand in lines of approx. 5-6. All players stand one behind other in star shape. Player at the front turns to face team and rolls a ball through the legs of players in team. Player at the back of the line should stop the ball and run to the front of the line. Repeat above.</p> | |
| <p>I can perform straddle shapes.</p> <p>2 lessons</p> | <p>Using different gymnastic shapes.</p> <p>Selecting actions to create a movement phrase.</p> <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> <p>Performing with control and accuracy.</p> <p>Managing space safely.</p> <p>Watching and describing a partner's sequence.</p> | <p>How did this warm up/cool down make your body/mind feel?</p> <p>Why is your heart pumping fast now you've warmed up?</p> <p>How does a gymnast sit?</p> <p>What does a straddle shape look like?</p> <p>What do you like about this performance?</p> <p>What did types of movements did you/they include in this performance?</p> <p>Did they include a jump? What type of jump was it?</p> <p>How could they improve this performance?</p> | <p>Warm up: Scarecrow - 2 lessons In teams of 4-5, provide each team with 10 different items of PE equipment (beanbags, cones, spots, quoits etc). One player holds a balance on the mat. Remaining players should balance a variety of PE equipment on the 'Scarecrow's' body. If any items fall off the Scarecrow then they should swap with another player in their team.</p> <p>Lesson 1 - Model making a straddle balance on feet - star and bend forwards at the waist). Children complete as a we do. Extend this onto performing on back and on side. Display other balance cards from prior lessons and give children the opportunity to practice these independently/in pairs. Children to practice and perform these to the class; children and staff to provide praise and feedback to children.</p> <p>On the benches and apparatus, children then explore travelling in a spider straddle walk, then holding their balance at different levels and holding legs over the edge of gym tables and benches. Model to children prior and explain the safety points before children explore this.</p> <p>Children to then perform their devised routine in front of other children and staff. Constructive feedback and praise to be provided.</p> <p>Throughout - AF to support RB, GP, AT and BH to support CF and CB.</p> <p>Lesson 2 -</p> | <p>Mats</p> <p>Benches</p> <p>Apparatus</p> <p>Spots</p> |



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| | | | <p>Children recap prior learning and skill by recapping movements from the last lesson by using the movement cards held.</p> <p>Model extending the egg roll into the teddy bear roll by performing the egg roll with legs apart (straddle position). Further extend the Teddy Bear roll by starting to sit in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side, then sit up - you should be facing the opposite direction still in straddle position. Repeat this again as children join in and complete a We Do, narrating thoughts throughout.</p> <p>Children work in small, mixed ability groups to perform this roll as well as recapping other rolls covered in previous lessons. Children move around the different roll stations to practice each roll. Give children time to practice each then select children to perform these to their peers - feedback is provided.</p> <p>Recap the spider/straddle walk. Perform linking a start straddle balance, travel to mat in straddle, variation of teddy bear roll across mat (if pupils cannot perform teddy bear roll they should start with egg roll and extend to egg roll with legs apart). Select children to provide feedback to AF. Children are then given the opportunity to create and perform a routine on the mats (spot to spot), benches and apparatus. Children perform their devised routine to the class.</p> <p>AF to provide support throughout to CF, CB and GP. BH to support AT and RB.</p> <p>Cool Down: Lucky Dip Teacher holds up balance cards for pupils to copy.</p> | |
| <p>I can create and perform a gymnastics performance.</p> <p>1 lesson.</p> | <p>Using different gymnastic shapes.</p> <p>Selecting actions to create a movement phrase.</p> <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> | <p>How do you perform a roll safely?</p> <p>How do you keep safe when you're on the mat?</p> <p>What do you like about this performance?</p> <p>What did types of movements did you/they include in this performance?</p> | <p>Warm up: Transitions Teacher hold up a gymnastics balance cards. Pupils should copy this balance and then on command ('GO', music played, drum beat etc), they should travel in any way they wish. When they hear a command to stop ('Stop', music stops, 2nd drum beat), they should hold balance.</p> <p>Organise pupils into smaller groups of 4-6. Each group should have their own area that includes mats, benches and gym tables (if possible). Show pupils which gymnastics balances and travels that you want them to do (this will be dependent on ability of pupils).</p> | <p>Mats</p> <p>Benches</p> <p>Apparatus</p> <p>Spots</p> |



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| | <p>Performing with control and accuracy.</p> <p>Managing space safely.</p> <p>Watching and describing a partner's sequence.</p> | <p>Did they include a roll? What type of roll was it?</p> <p>How could they improve this performance?</p> <p>What speed did they travel at?</p> | <p>Examples:</p> <ul style="list-style-type: none"> • More Able- Link straddle start on gym table, dismount, travel across bench in bunny hop, dismount, finish in wide star shape • Expected - Link any 2 balances with a travel/ jumping sequence between. • Lower Ability - Start in Pike shape, travel across mat using pencil roll, end in tall straight shape. <p>AF and BH to support children where needed with regards to making and performing their routine.</p> <p>Cool Down: Watch others and feedback Pupils watch other groups perform and provide them with feedback.</p> | |
| <p>Core task assessment.</p> <p>Repeating lesson 1 from this block.</p> | <p>Using different gymnastic shapes.</p> <p>Selecting actions to create a movement phrase.</p> <p>Performing rolls, jumps and travelling safely.</p> <p>Linking and repeating basic actions.</p> <p>Performing on different levels on floor and apparatus.</p> <p>Performing with control and accuracy.</p> <p>Managing space safely.</p> <p>Watching and describing a partner's sequence.</p> | <p>What do you like about this performance?</p> <p>What did types of movements did you/they include in this performance?</p> <p>Did they include a jump? What type of jump was it?</p> <p>How could they improve this performance?</p> | | <p>Mats</p> <p>Benches</p> <p>Apparatus</p> <p>Spots</p> |