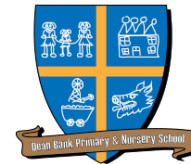




Dean Bank Primary School and Nursery PE - Medium Term Plan



Subject Area: Gymnastics

Term: Autumn 2023

Class: 4

<p><u>Core Task</u> Unit 4 Task 2</p>	<p><u>National Curriculum</u> Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>
<p><u>Key Terms</u> Travelling, extension, tension, control, sequence, pathway, unison, cannon, apparatus, transferring weight, level, direction, speed, action, agility.</p>	<p><u>Key Skills</u> Beginning to understand how to carry out an appropriate warm up safely. Exploring and refining twisted shapes using various body parts. Exploring different ways of travelling incorporating a turn in an imaginative way. Showing a defined starting position. Working cooperatively and following a given criteria. Remembering, repeating and refining actions within their sequence. Performing actions in cannon and unison within a sequence.</p>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation	Equipment needed
<p>I can explore different ways of travelling.</p> <p>I can use extension and tension to create controlled shapes with my body.</p> <p>I can combine my skills to create a sequence.</p> <p>I can work with a partner to create a sequence.</p> <p>I can set up and use the apparatus safely.</p>	<p>Beginning to understand how to carry out an appropriate warm up safely.</p> <p>Exploring and refining twisted shapes using various body parts.</p> <p>Exploring different ways of travelling incorporating a turn in an imaginative way.</p> <p>Showing a defined starting position.</p> <p>Working cooperatively and following a given criteria.</p> <p>Remembering, repeating and refining actions within their sequence.</p>	<p>How can you combine travelling and showing a defined shape consistently?</p> <p>Which strategies could you use to make sure that yourself and your partner work in unison or cannon?</p> <p>What did you have to consider when planning your pathway?</p>	<p>Unit 4 Task 2 – Using floor and apparatus work with a partner to create and perform a sequence that involves both of you moving together from a starting point and moving apart to finish. The sequence should include at least four elements and each of you should follow an L-shaped pathway.</p>	<p>Mats</p> <p>Apparatus</p>



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	Performing actions in cannon and unison within a sequence.			
I can identify and perform the basic gymnastics shapes	<p>Transfer weight from hands to feet (e.g. bunny hop)</p> <p>Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Explain why exercise, including gymnastics is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>What are the 5 basic shapes in gymnastics?</p> <p>How should our feet, hands, arms and legs be for each one?</p>	<p>WARM UP Move to balance:</p> <ul style="list-style-type: none"> • Children move around by skipping or side stepping while they respond to various instructions quickly e.g. sit, stand, lie down, jog on the spot, kneel. • Repeat but this time children suggest the next action that has to be the opposite of what they have just done e.g. jog in the space to balance on the spot. Talk about matching and contrasting actions. <p>Recap/introduction to the 5 basic shapes and the technical aspects of each, focusing on high quality (straight, tuck, star, straddle, pike).</p> <p>Use each of the above shapes to create a travelling action.</p> <p>Work with a partner to develop these together, moving away from and together on the floor.</p> <p>Straight – rebound jumps Tuck – bunny hops Star – side steps Straddle – monkey runs Pike – camel walks</p> <p>HA: Explore bunny hop along and over a bench.</p> <p>Note: whenever we use our hands on the floor they must be flat.</p>	<p>Mats</p> <p>Benches</p>



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<p>I can select and combine matched actions</p>	<p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p>	<p>How can you make matching/contrasting actions?</p> <p>Can you create actions that go backwards?</p> <p>Which shapes and travelling methods did you find the most difficult?</p>	<p>WARM UP: Exercise to recap the shapes and travelling actions from last week.</p> <p>TASK ONE Mirror shapes:</p> <ul style="list-style-type: none">• Pupils place several mats around the hall.• Working in pairs side by side, both perform a balance on hands and feet, #1 tuck shaped, #2 star shaped.• One in front of the other, both perform a sideways roll, #1 in a tucked shape, #2 in a pin shape.• Talk about matching actions and contrasting shapes.• Explore other matching actions that can be performed using contrasting shapes.• Watch others and try other ideas from what you observed. <p>HA Keep a beanbag balanced on your body when performing a shape LA Choose two easiest shapes to perform</p> <p>Develop: Can you create actions that go backwards?</p> <p>TASK TWO Shape and go:</p> <ul style="list-style-type: none">• Working in pairs, children select a way to travel towards each other and away from each other and an action to perform when they meet.• Children should copy each other's actions but perform contrasting shapes.• Children should focus on moving smoothly from one action to the next.• Ask children what makes a good sequence i.e. change in level, speed, and direction.• Take turns to practise and perform a final presentation to another group who highlight the aspects they liked and the areas that could be improved.	<p>Mats</p> <p>Beanbags</p>
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			<ul style="list-style-type: none"> • Pupils now alternate between matching and contrasting shapes to make a new sequence. <p>HA Combine more difficult travelling methods going forwards and backwards</p> <p>LA Combine just two travelling methods</p> <p>EVALUATION</p> <ul style="list-style-type: none"> • Which shapes and travelling methods did you find the most difficult? Discuss with your partner how performing these actions together can be improved. 	
<p>I can show awareness of obstacles and use steps and jumps to clear them</p> <p>I can combine travelling and balancing</p>	<p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> <p>Modify their use of skills or techniques to achieve a better result.</p> <p>Describe how the body reacts at different times and how this affects performance.</p>	<p>What is the difference between the number of body parts in contact with the floor/apparatus when performing high and low balances?</p> <p>Can children move smoothly from a high balance to a low to a high?</p> <p>Which linked moves are best?</p>	<p>WARM UP Grow tall: Children place equipment in the working area ready to use</p> <ul style="list-style-type: none"> • Children to travel in and out of the apparatus avoiding contact with it and other children. • On my command children stop, make contact with the floor, mat or apparatus and stretch away from it. • Repeat stretching different parts each time depending on the instructions. • Let them choose which body part they stretch away from the apparatus that they make contact with. <p>TASK ONE Body parts:</p> <ul style="list-style-type: none"> • While moving around the hall, children explore different ways of travelling over, under, through and around changing levels as they move. • Explore high balances on the apparatus or in contact with it. • Repeat exploring low balances. <p>Develop: Can they attempt alternate actions on and off the apparatus?</p> <p>HA Travel and balance along the underside of the bench</p> <p>LA Balance on lower level apparatus/mats</p>	<p>Mats</p> <p>Apparatus</p>



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		<ul style="list-style-type: none"> • Can they alternate the use of levels? • How do they work with the apparatus and other children to form a sequence that works? 	<p>TASK TWO Travel and balance:</p> <ul style="list-style-type: none"> • Children choose their own travelling and balancing actions to form a sequence that includes high and low levels. • Children work in pairs taking turns to lead and copy their partners travel and balance sequence. • Ask them to give feedback about what they liked about their partners actions and what they could improve before switching roles. <p>HA Put longer sequences together</p> <p>EVALUATION:</p> <ul style="list-style-type: none"> • Can you remember the number of steps you needed between each obstacle? How did you maintain the ability to copy your partner? 	
<p>I can balance and travel using combinations of body parts</p>	<p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Explain why exercise, including gymnastics is good for your health.</p>		<p>WARM UP Make a shape: Children place equipment in the working area ready to use</p> <ul style="list-style-type: none"> • Travel in and around the apparatus and on command jump to make a wide shape. Repeat with narrow shapes and balances so body parts are far apart and/ or close together. • Play the ‘Matching’ game. Working in pairs pupils take turns to mirror their partner’s shapes. <p>TASK ONE Points and patches:</p> <ul style="list-style-type: none"> • Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance. • In small groups, allow children enough time to explore their piece of apparatus before rotating them round to explore a different piece. • Explore different ways of balancing using lines, ropes, benches and/or beams: <p>Walk forwards, sideways and backwards on flat feet and tip-toes Walk forwards: Lifting knees up and flicking heels to bottom up behind</p>	<p>Mats</p> <p>Apparatus</p>



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Can the children come up with other challenging ways of moving along the bench/beam?

What are patches and points of the body?

Walk forwards: Lifting legs up straight out in front of body.

- Recap with the children patches and points of the body?

Patches – Are large parts of the body: Back, stomach, bottom and shoulders.

Points – Are small parts of the body: Feet, knees, hands, elbows and head.

- In pairs explore asymmetrical balances on large patches and on small points, using the apparatus.

Develop: With a partner practise ‘matching’ each other’s ways of travelling.

HA Use more complex shapes and travelling methods

LA Choose easier balances

TASK TWO Put them together

- Link balancing high, travelling and balancing low with body parts far apart to form a sequence.

Practise and perform to a partner.

- By leading and following a partner, match each other’s sequences. Repeat the session focussing on body parts being close together.

- Take turns to teach your sequence to another pair.

- Join up and create a sequence in a group of four.

- Perform the joined up sequence to another group of four who give feedback before switching roles.

HA Combine several balances and travelling methods

LA Combine two shapes with a balance

EVALUATION:

- Discuss what you could add to your sequences if you were to perform them again.



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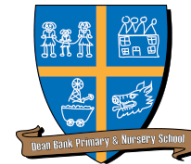
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<p>I can jump in a variety of ways and land safely</p> <p>I can combine jumping with travelling</p>	<p>Demonstrate control of straight, star and tucked shapes.</p> <p>Perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p> <p>Add a quarter or half turn into a jump before landing.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p>	<p>What are the 3 stages of jumping? What makes a good jump?</p>	<p>WARM UP Animals: Children place equipment in the working area ready to use</p> <ul style="list-style-type: none"> On command move around like different animals: <p>Zebra - Gallop round with one leg remaining in front, change leading legs and repeat. Kangaroo - On toes with legs together, jumping around. Giraffe - Standing stretching very tall, walking with high legs and giant strides. Gorilla - Side stepping, repeating on both sides. Crab - Sit on bottom, hands flat on floor, lift bottom and walk forwards.</p> <p>TASK ONE Jumping by numbers:</p> <ul style="list-style-type: none"> Recap the 3 stages of jumping and what makes a good jump. <p>Recap the 5 jump classifications. Who can remember them all?</p> <ul style="list-style-type: none"> 2 feet – 2 feet, 2 feet – 1 foot, 1 foot – 2 feet, 1 foot – same foot, 1 foot – other foot. <p>Shape Jumps: Straight, tuck and star. More able may also do straddle and pike. Partner assisted shape jumps: Including straddle and pike Rotation: 180 and 360 degrees 1 foot – 1 foot: Cat leap and scissor leap.</p> <ul style="list-style-type: none"> Using benches and other available small apparatus, no higher than the children’s average hip height, ask the children to explore jumps: Using shapes on and off the apparatus Using rotation on and off the apparatus Using leaps along or over the apparatus. <p>HA Use small hurdles during task 1 LA Use less complex jumps</p> <p>TASK TWO Combinations:</p>	<p>Mats</p> <p>Apparatus</p>
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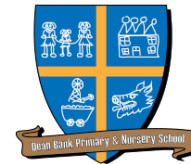


		<p style="text-align: center;">What must we do to land safely?</p>	<ul style="list-style-type: none"> • In pairs, revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. • Concentrate on using different levels, directions, speeds and pathways to improve the variety and flow of the sequence. Perform together facing each other in a mirror formation, start apart and move together. • Allow children time to remember, repeat and practise their sequence before performing to another pair who give feedback before switching roles. <p>HA Use more complex jumps and land on one/weaker foot. Combine several jumps together in a sequence.</p> <p>LA Use less actions in a sequence</p> <p>EVALUATION</p> <ul style="list-style-type: none"> • Tell me some safety points to landing. Bend your knees, arms out for balance, head up and concentrating. 	
<p>I can roll on, select and combine ways of rocking and rolling with travelling.</p>	<p>Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Begin to develop Rock and Roll (the first phase of the roll) into backwards rolls.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>How else can you rock from side to side? E.g. from foot to foot.</p> <p>What other directions can you rock in? E.g. forwards to backwards.</p> <p>Can children rock forwards to backwards into standing?</p>	<p>WARM UP Musical body parts: Children place equipment in the working area ready to use</p> <ul style="list-style-type: none"> • Children travel to lively music (run, hop, jump, skip) and when the music stops touch the floor with a body part shouted out by the teacher. • Children sit with their legs out in front of them, so their legs are tense. Introduce the concept of rocking by asking them to rock from side to side in this position. Legs should stay together. <p>TASK ONE Forward rollers:</p> <ul style="list-style-type: none"> • On mats, experiment on the back and on the tummy. • Develop rocking into rolling e.g. can the children rock from side to side on their back then perform a log roll? <p>Ask the children what shape they are in when performing this i.e. narrow shape.</p>	<p>Mats</p>



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			<ul style="list-style-type: none">• Can children rock forwards to backwards into standing?• Watch other children and copy their ideas. <p>Extension: Forward roll</p> <ul style="list-style-type: none">• Make sure hands are flat on floor, head is tucked under, weight taken on hands and shoulders, not head and neck. Lift hips up to create momentum, round back to roll smoothly onto your back (do not place your head onto the mat). Children can roll onto their side to make it easier. <p>TASK TWO Rock and roll:</p> <ul style="list-style-type: none">• Demonstrate ways to rock and roll across the mat.• Travel around the mat sideways. How do you turn travelling actions you know into sideways action? Link with rocking and rolling across the mat.• Encourage linking movements to join the two parts together.• Practise, perform and refine. Repeat as a final presentation.• Select and link three different ways of moving across the mat. Include a sideways action, a rock into a roll and a forward or side roll.• Use apparatus to roll off (benches).• Show your sequence to another pupil who gives feedback before switching roles. <p>HA Combine several rolls together in a sequence Roll with a beanbag between your hands, knees or feet</p> <p>LA Use less actions in a sequence</p> <p>EVALUATION</p> <ul style="list-style-type: none">• Discuss how you challenged yourself to make your rolls more difficult.	
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<p>I can combine several travelling and jumping actions on different apparatus</p>	<p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p>	<ul style="list-style-type: none"> • Can you travel backwards while walking? Increase your speed when you become more confident. • Can you travel around on all fours? • Can you travel on all fours going forwards, backwards and sideways? 	<p>WARM UP Traffic lights game: Red – stand on the spot and make a shape Amber – travel around the room using a gymnastics travel Green – Perform a roll on a mat (recap main points from last week).</p> <p>TASK ONE Shapes. Travel Balance Rolls Jumps:</p> <ul style="list-style-type: none"> • Set out as much large apparatus as is available, ensuring enough space between stations. • Use mats to designate landing area, for assisting resilience when landing from low apparatus, or for denoting areas to practise travelling upside down on low equipment and rolling. • Set up 5 stations, allowing the children to explore a mixture of: Travelling Still Balance Dynamic Balance Jumping Rolling • Divide the children evenly into groups, depending on how many stations you have available. Allow up to 5 minutes per station for the children to explore gymnastics actions. <p>TASK TWO (20 MIN)</p> <ul style="list-style-type: none"> • In pairs, begin to create a sequence containing at least 4 gymnastics actions, including a start and end position, travels, balance, rolls and/or jumps, using your allocated piece of apparatus. • Concentrate on using different directions, levels, speeds and pathways, using creative links to smoothly join actions together. • Decide which relations/formations to use within sequence; mirror, match, unison, cannon, contrast etc. <p>HA Complete six different gymnastics actions on each piece of apparatus Combine more than four gymnastics actions</p>	<p>Mats</p> <p>Apparatus</p>
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			<p>LA Complete at least three different gymnastics actions on the apparatus</p> <p>EVALUATION</p> <ul style="list-style-type: none">• Which station did you find easiest and the most difficult? What did you change based on which apparatus you used?	
			<p>Core task to be repeated at the end of the unit to be able to evaluate children's progress.</p>	<p>Mats</p> <p>Apparatus</p>

<https://primarypeplanning.com/lesson-planning-resources/key-stage-2-years-3-4/ks2-y34-gymnastics/>