

WOOLGROVE SCHOOL

MEDIUM TERM PLAN FOR **SPRING** PE: **GYMNASTICS: TRAMPOLINING** CLASS; **BLUE + RED + Purple**
GREEN + YELLOW

<p>LEARNING OBJECTIVES + P of S</p>	<p>BLUE + RED + Purple</p> <ul style="list-style-type: none">• Moves freely and with pleasure and confidence in a range of ways, such as crawling, walking, running, jumping,• Mounts stairs, steps or climbing equipment using alternate feet. <p><i>Moving and handling 30 - 50</i></p> <ul style="list-style-type: none">• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.• Mounts stairs, steps or climbing equipment using alternate feet. <p>BLUE + RED + GREEN + YELLOW</p> <p><i>Health and self-care</i></p> <ul style="list-style-type: none">• Can tell adults when hungry or tired or when they want to rest or play.• Observes the effects of activity on their bodies.• Understands that equipment and tools have to be used safely.• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.• Shows understanding of how to transport and store equipment safely.• Practices some appropriate safety measures without direct supervision. <p><i>Moving and handling</i></p> <ul style="list-style-type: none">• Experiments with different ways of moving.• Jumps off an object and lands appropriately.• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.• Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Children show good control and co-ordination in large and small movements.</p>
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ACTIVITIES AND
RESOURCES
(inc. staff)

All lessons will begin with body awareness and warm up activities and conclude with cool down session

Lessons will incorporate the skills of *travel, balance, turn, roll, swing & climb* on the floor & on apparatus. Changing levels, speed, direction.

DIFFERENTIATION AND SUPPORT: children to work individually, in pairs or in small groups as appropriate to each activity. Teacher/TA support to be given where needed to aid or extend learning as appropriate to activity.

Safety Awareness:

- Mounting/dismounting the trampoline safely;
- Where to stand/bounce on the trampoline/
- Spotting: How to keep your friends safe when on the trampoline/

1. DEVELOPING CORE SKILLS – TRAMPOLINE

- Using arms/legs to initiate movement on the trampoline - sitting-kneeling-standing
- Use “swimming arms” to initiate height in the bounce
- Landing – feet together bend legs to absorb impact
- Jumping to stillness
- Static jumping on cross/marker
- Jumping and travelling – forwards/backwards/sideways – travelling across trampoline in a set amount of jumps
- Learning basic jumps – pencil jump/star jump/tuck jump/straddle jump
- Progression to “Seat Drop”

TRAMPOLINE GAMES:

- Pop the corn – pupils try and “pop” beans bags into the air by bouncing/jumping on the bed in different ways
- Log Roll balance – pupils develop core stability through balancing on the rolling log
- Parachute sleep – individual/small groups/whole class lie on parachute and are gently bounced to calming music
- Roll over – pupils roll along length of the trampoline bed

	<p>2. <u>SELECTING AND APPLYING SKILLS</u></p> <ul style="list-style-type: none"> • Jumping sequences – children to create own sequences of jumps – w/s to perform a variety of jumps in a teacher led sequence • Jumping with rotations – ¼ and ½ turns <p>3. <u>EVALUATING AND IMPROVING PERFORMANCE</u></p> <ul style="list-style-type: none"> • Watching and commenting on pupils jumping sequence <p><u>Vocab:</u> jump, land, rock, roll, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide stop, still, slowly, tall, long, wide, narrow, up, down, forwards, level, high, low, zigzag, feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies, along, around, across, on, off, over, under, through, tension, extension, relaxation</p>
LINKS WITH OTHER SUBJECT	<p>Science – naming body parts</p> <p>Maths – repeating patterns, shape and space, counting</p> <p>English – describing & talking about what they have done</p>
EXPECTED OUTCOMES	<p><i>most children will be able to:</i> show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases</p> <p><i>some children will not have made so much progress. They will be able to:</i> explore basic gymnastic actions and develop some control and coordination; begin to associate these actions with words, signs and symbols; link and repeat actions with help; understand how to use space and apparatus safely; change their movements to avoid other children; feel the difference in their body when they are tense and relaxed, and stretch fingers and toes; know how to start and finish their movement phrases</p> <p><i>some children will have progressed</i> perform longer movement phrases with clear beginnings, middles and ends; repeat these sequences accurately and consistently; perform the basic gymnastic actions with control and variety; link 'unlike' actions confidently; describe what they feel like</p>

	<p><i>further. They will be able to:</i> when they are tense, relaxed, stretched and curled; describe their own and others' movements, balances and body shapes, using appropriate language accurately</p>
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