

WOOLGROVE SCHOOL

MEDIUM TERM PLAN FOR **PE: GYMNASTICS: TRAMPOLINING** CLASS; **Y4** DATES: **SPRING**

<p>LEARNING OBJECTIVES + P of S</p>	<p><u>QCA GYMNASTICS UNIT 2: Focus: CHANGES IN HEIGHT/SPEED/</u></p> <ul style="list-style-type: none">• To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision• To choose, use and vary simple compositional ideas in the sequences they create and perform• To recognise and describe what their bodies feel like during different types of activity• To lift, move and place equipment safely• To improve their work using information they have gained by watching, listening and investigating
<p>ACTIVITIES AND RESOURCES (inc. staff)</p>	<p>All lessons will begin with body awareness and warm up activities and conclude with cool down session</p> <p><u>DIFFERENTIATION AND SUPPORT:</u> 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.</p> <p>Lessons will incorporate the skills of <i>travel, balance, turn, roll, swing & climb</i> on the floor & on apparatus. Changing levels, speed, direction.</p> <p><u>Safety Awareness:</u></p> <ul style="list-style-type: none">• Mounting/dismounting the trampoline safely;• Where to stand/bounce on the trampoline/• Spotting: How to keep your friends safe when on the trampoline/ <p><u>DEVELOPING SKILLS – changes in height</u></p> <ul style="list-style-type: none">• Recap of jumping activities/previous learning – star jump/tuck jump/straddle jump – safe landing etc• Pupils to work on progression to seat drop activities - seated position long legs/straight back/hands by sides

	<p>etc – bouncing in seated position – moving towards standing to seated position no bounce/standing to seated position with bounce etc return to standing activities</p> <ul style="list-style-type: none"> • Pupils to work on progression to hands and knees – kneeling position bouncing, crouching to kneeling position standing, standing to kneeling, return to standing • Pupils to work on progression to front drop – flat position with bouncing, hands and knees to front drop etc <p><u>SELECTING AND APPLYING SKILLS -</u></p> <ul style="list-style-type: none"> • Pupils to work on simple sequences that involve 1/2/3 changes in height <p><u>EVALUATING AND IMPROVING PERFORMANCE</u></p> <ul style="list-style-type: none"> • record and evaluate sequences • encourage pupils to give suggestions on how to improve techniques/sequences etc <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</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</p>

	<p><i>will be able to:</i> relaxed, and stretch fingers and toes; know how to start and finish their movement phrases</p> <p><i>some children will have progressed further. They will be able to:</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 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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