

**WOOLGROVE SCHOOL**

MEDIUM TERM PLAN FOR **PE: GYMNASTICS: TRAMPOLINING** CLASS; **Y5** DATES: **SPRING**

<p>LEARNING OBJECTIVES + P of S</p>	<p><b><u>QCA GYMNASTICS UNIT 3: FOCUS: ROTATION</u></b></p> <ul style="list-style-type: none"><li>• to consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement</li><li>• to improve their ability to select appropriate actions and use simple compositional ideas</li><li>• to recognise and describe the short-term effects of exercise on the body during different activities</li><li>• to know the importance of suppleness and strength</li><li>• to describe and evaluate the effectiveness and quality of a performance</li><li>• to recognise how their own performance has improved</li></ul>
<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><b><u>Safety Awareness:</u></b></p> <ul style="list-style-type: none"><li>• Mounting/dismounting the trampoline safely;</li><li>• Where to stand/bounce on the trampoline/</li><li>• Spotting: How to keep your friends safe when on the trampoline/</li></ul> <p><b>1. <u>DEVELOPING SKILLS – ROTATION:</u></b></p> <ul style="list-style-type: none"><li>• Practise of known roles/recap of knowledge from A1 gymnastic unit; pencil rolls/egg roles/teddy roles/dish roles on trampoline bed</li><li>• Introduction of longitudinal and lateral rotation; e.g. jumping and turning, seat drops with ¼, ½ and full turns etc.</li><li>• Demonstrate and Practice seat drops - sitting position/standing to sitting no bounce/standing to sitting with bounce/standing to sitting to standing</li><li>• Demonstrate and Practice hands and knees - on bed/from standing bent knees/standing with bounce/standing hands and knees to standing</li><li>• Demonstrate and Practice Front drop – hands and knees to front drop/ standing hands and knees to front drop/standing to front drop etc</li></ul>

	<ul style="list-style-type: none"> <li>• Pupils to work on progression to back drop – lying position with bouncing, crouching to back drop, standing to back drop etc</li> </ul> <p><b><u>SELECTING AND APPLYING SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• class to Demonstrate and Practice simple sequences involving rotations</li> </ul> <p><b><u>REVIEW AND EVALUATE OUR WORK</u></b></p> <ul style="list-style-type: none"> <li>• Watching, commenting and evaluating pupils rotational sequence</li> </ul>
<p>LINKS WITH OTHER SUBJECT</p>	<p>This unit could be linked to:</p> <ul style="list-style-type: none"> <li>• <b>mathematics – investigating shape and space, repeating patterns, counting</b></li> <li>• PSHE – valuing self and others, understanding that other people’s feelings are important</li> </ul>
<p>EXPECTED OUTCOMES</p>	<p><i>most children will be able to:</i></p> <p>use a greater number of their own ideas for movements in response to a task; choose and plan sequences of contrasting actions; adapt sequences to suit different types of apparatus and their partner’s ability; explain how strength and suppleness affect performance; identify some muscle groups used in gymnastic activities; suggest warm-up activities; compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognise how performances could be improved</p> <p><i>some children will not have made so much progress. They will be able to:</i></p> <p>perform some gymnastic actions with control and accuracy; repeat short sequences of movement that include ‘unlike’ actions; show some contrast in shape and use of direction; work safely on the floor and apparatus; follow warm-up activities carefully and recognise which parts of the body are working hardest; describe what others have done, using gymnastic language; with help, comment on the quality of performance</p>

	<p><i>some children will have progressed further. They will be able to:</i></p>	<p>work on longer sequences; show control, consistency and accuracy of movement; include changes in level, direction and speed in their sequences; adapt short sequences so that a partner or small group can perform them; recognise how strength and suppleness affect the quality of performance; suggest warm-up activities; identify similarities and differences between performances; suggest some ways a performance could be improved</p>
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