

## WOOLGROVE SCHOOL

MEDIUM TERM PLAN FOR PE: **GYMNASTICS:TRAMPOLINING** CLASS; Y6 DATES: **Spring 1**

<p>LEARNING OBJECTIVES + P of S</p>	<p><b><u>QCA GYMNASTICS UNIT4: FOCUS: THEMED GYMNASTIC SEQUENCES</u></b></p> <ul style="list-style-type: none"><li>• to develop the range of actions, body shapes and balances they include in a performance</li><li>• to perform skills and actions more accurately and consistently</li> <li>• to create gymnastic sequences that meet a theme or set of conditions</li><li>• to use compositional devices when creating their sequences, such as changes in speed, level and direction</li><li>• to describe how the body reacts during different types of activity, and how this affects the way they perform</li><li>• to describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</li></ul>
<p>ACTIVITIES AND RESOURCES (inc. staff)</p>	<p><b><u>ONGOING</u></b></p> <p>Ask the children what they already know about warm-up activities. Encourage them to make up warm-up routines that follow basic principles, <i>eg raise the body temperature gradually, controlled stretching</i>.</p> <p>Help the children to understand how they can use gymnastics to develop strength and suppleness, <i>eg holding balances, controlling actions, maintaining fluency and clarity</i>. Teach them how muscles work, <i>eg work by shortening, relax by lengthening</i>. Talk to them about specific safe strength and stretch exercises, <i>eg push-ups, sit-ups, hamstring stretches</i>. Ask them which joints need to be stretched for gymnastics. Ask them which muscle groups are important for control, extension and body tension.</p> <p>Talk to the children about why strength and suppleness contribute to health.</p> <p><b><u>Warm ups:</u></b></p> <p>Children to lead small group (of about 4) in part of a warm up routine that will help prepare the body for gymnastics. After the warm up lead the group in a related activity to stretch a named body part</p> <p><b><u>Suggested activities:</u></b></p> <ul style="list-style-type: none"><li>• arm circles followed by stretching tall/wide</li><li>• travelling activities followed by hip rolls/trunk circling</li><li>• travelling with weight on hands followed by shoulder 'shrugs'</li><li>• marching followed by foot circles and foot extensions</li></ul>

**Key points:**

- pupils are confident about leading their part of the session
- they demonstrate safe activities
- can identify which body parts are being used and which exercises develop strength, stamina and suppleness.

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

**AQUIRING AND DEVELOPING SKILLS –**

- RECAP AND REVISION of all previous trampoline techniques – differentiate to suit needs/abilities of pupils;
- Jumping and landing, types of jumps,  $\frac{1}{4}$   $\frac{1}{2}$  full rotations, seat drop, back drop, hands and knees, front drop
- Discussion, demonstration and modeling of a sequence involving jumps, rotation, change of height/speed

**SELECTING AND APPLYING SKILLS AND COMPOSITIONAL IDEAS: SEQUENCES**

- Pupils to develop where appropriate their own sequences to involve above criteria
- Practice time to record and rehearse sequences
- Record on simple sequence grid to be used as a visual prompt when on the trampoline

**EVALUATING AND IMPROVING PERFORMANCE**

Watch video recordings of children's sequences; encourage children to recognise and talk about different responses to same task and how things could be improved or extended etc

Children to work on high/low level apparatus to develop their individual/partner sequences

- pupils come up with their own ideas but show where appropriate
- distinct changes and contrast in level, speed, direction

<p>LINKS WITH OTHER SUBJECT</p>	<p>This unit could be linked to:</p> <ul style="list-style-type: none"> <li>• mathematics – visualising and describing shapes and movements, shape and space, counting, scoring</li> <li>• PSHE – learning to cope with the changes in growing and developing bodies</li> </ul>
<p>EXPECTED OUTCOMES</p>	<p><i>most children will be able to:</i></p> <p>perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved; lead a partner through short warm-up routines; recognise criteria that lead to improvement, <i>eg changing a level</i>; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance</p> <p><i>some children will not have made so much progress. They will be able to:</i></p> <p>perform a range of basic actions and use them to put together a short sequence; remember and repeat short sequences with some changes in level, direction or speed; say why it is important to warm up; carry out warm-up exercises carefully; with help, describe similarities and differences in others' performances</p> <p><i>some children will have progressed further. They will be able to:</i></p> <p>perform longer, more complex sequences, including more difficult gymnastic agilities and imaginative combinations of actions; choose, practise and refine sequences on their own; say when movements are performed well; demonstrate exercises that strengthen major muscle groups; say which joint or joints are affected by specific stretches; suggest a number of ways that a sequence could be improved, and choose one of these as a focus for improvement; take the lead when working in a small group; adapt actions to include group members</p>



