



Medium Term Unit Planning

Topic Name: - P.E (Gymnastics)

Learning outcome:

The children will increase their understanding of this fundamental movement knowledge by exploring a variety of balances, movements and different ways of travelling.

Oracy:

Opportunities to feedback to peers on key learning points of different balances, movements etc.

Key Vocabulary:

Balance, roll, tuck, jump, height, distance, control, gallop, skip, points, patches.

Main Subjects covered:

P.E

P.E Threshold concepts

*Develop practical skills in order to participate, compete and lead a healthy lifestyle
This concept involves learning a range of physical movements and sporting techniques.*

Notes:

This scheme of work will teach children the fundamental basics of gymnastics which they can begin to build on as they move into KS2.



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Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. I can balance on one leg.</p>	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Stretch and curl to develop flexibility.</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions: red – stop, amber – jog, green – sprint.</p> <p>What's my letter? Work with a partner. Make letter shapes with your body, balancing on different body parts to do this. Can your partner guess which letter you are?</p> <p>Pass it around Standing on one leg, pass a ball around your body without losing your balance.</p>
<p>2. I can roll forwards carefully.</p>	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Link two or more actions to make a sequence.</p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Stretch and curl to develop flexibility.</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions: red – stop, amber – jog, green – sprint.</p> <p>Rock and roll Rock backwards and forwards in a tight shape, keeping your knees and head tucked in. Progress to</p>



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		<p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p>	<p>standing up from a rock without using your hands to help you.</p> <p>Link them up Join two different rolls, smoothly and fluently, demonstrating the use of movement adaptations.</p> <p>Mix it up Perform a sequence of three different rolls, varying the entry and exits from the traditional way.</p>
<p>3. I can jump for height.</p>	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions: red – stop, amber – jog, green – sprint.</p> <p>Let's explore Demonstrate jumping for height in a variety of ways, using the movement adaptations of force, space and relationships.</p> <p>Balloon keep up Keep a balloon up in the air. Try to jump and keep it as far off the ground as you can.</p> <p>Obstacle course</p>



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			Set up a jumping obstacle course. Use a variety of obstacles of different heights, e.g. cones, tall skittles with a cone on the top, skipping ropes held at knee height, low hurdles. Some obstacles could be jumped on to, e.g. a bench, box top or low gymnastics table.
4. I can jump for distance.	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i></p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions: red – stop, amber – jog, green – sprint.</p> <p>Let's explore Demonstrate jumping for distance in a variety of ways, using the movement adaptations of force, space and relationships.</p> <p>Over the river Lay two skipping ropes out flat on the floor opposite each other. Pull the ends so that they are close together at one end and far apart at the other. See which is the widest part you can jump over.</p>
5. I can hop with careful control.	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i></p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions:</p>



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	<p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>red – stop, amber – jog, green – sprint.</p> <p>Let's explore Demonstrate hopping in a variety of ways, using the movement adaptations of force, space and relationships.</p> <p>Hop tag Two players are taggers who run around the room tagging the other players. Once caught, players have to hop, changing legs after every three hops. They can be freed if another player hops three times in front of them. Change taggers frequently.</p>
<p>6. I can gallop/skip with careful control.</p>	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions: red – stop, amber – jog, green – sprint.</p> <p>Let's explore Demonstrate skipping or galloping in a variety of ways, using the movement adaptations of force, space and relationships.</p> <p>Hoop challenge</p>



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			<p>Place hoops around the playing area, one for each player. Each player stands in their own hoop. When the music starts, players skip or gallop around the room. When the music stops, they must get into a hoop. Every time the music stops, take away a hoop. More than one player can get into a hoop. The last player to get into a hoop has to do a challenge, e.g. ten star jumps.</p>
<p>7. I can balance on points and patches.</p>	<p><i>Develop practical skills in order to participate, compete and lead a healthy lifestyle</i> This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Link two or more actions to make a sequence.</p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p>	<p>Warm up – Traffic Lights Start, stop and change pace with control in response to instructions: red – stop, amber – jog, green – sprint.</p> <p>Using everything learnt about controlling our bodies in different ways, learn to balance on different points and patches.</p> <p>Built up to balancing with partners and groups of children.</p> <p>Finish by putting balances into a small sequence. Can the children create a sequence with a partner/group?</p>



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		Stretch and curl to develop flexibility.	
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