

P.E- Lower Key Stage two - Gymnastics Yr3 and Yr4

<u>Pupils should be taught to:</u>	How we do this in Y3	How we do this in Y4	<u>Resources</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Continue to embed vocabulary already taught from KS1. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> - Recap on different types of travels e.g high, medium and low. Main focus on low travels looking at rolls- forwards, backwards - Recap on different types of balances, looking at balances on 2,3 and 4 points, focus session on 2 point balances. using skills developed ch are to create a sequence with 2 2 point balances and 2 travels using different paths 	<p>Continue to embed vocabulary already taught from precious years. Model where required</p> <p>Key vocabulary will be taught at the start of each session and explicitly modelled, review previous session vocabulary where applicable.</p> <ul style="list-style-type: none"> - Recap on how to combine balances and changing shapes with a travelling (varying direction) assess/ review previous learning - Build on a sequence to perform different actions and different shapes using apparatus, build in L- shaped pathway, linking shapes and actions together - Explore how to match 	<p>Yr3</p> <p>Mats,</p> <p>Laminated pictures prompts</p> <p>Range of apparatus</p> <p>Year 4</p> <p>Mats,</p> <p>Laminated pictures prompts</p> <p>Range of apparatus</p>	<p>Vocabulary Yr3</p> <p>Travel, high, medium , low, forwards, backwards, diagonal, vertical, balance, points, stretch, tension, path, sequence, combine, towards, away from, apparatus, frame, bench, spin, tummy, back, seat, tuck, pin, shapes, jumping, turning, length, land, rolls, movement, star jumps, cart wheels, bunny hop</p> <p>Vocabulary Yr4</p> <p>Travel, combine, sequence, pathways, balances, hold, timing, tension, grip, direction, shapes, linking, transition, smooth, follow through, match, contrast, wheeling, building, angle, bunny, hop, cartwheel, approach, turn, full turn, half turn,</p>	<p>Differentiation is not decided by who is SEND, WTS, EXS or GD in other areas, but through outcome, support and carefully selected equipment apparatus to extend/ challenge and support learners</p> <p>Differentiation for individuals may vary across sessions/ tasks and units of work.</p> <p>Teaching sequence:</p> <ul style="list-style-type: none"> - Warm up - Review previous learning/ vocabulary - Clear modelling of new teaching - Pupil/ group activity - Review/ re model - Share- does not have to be whole class could be two groups at a time- use sharing part as teaching points - Cool down <p>Please note pupils should be active a minimum of 80% of the session</p>

	<ul style="list-style-type: none"> - Explore different ways of travelling towards and away from a partner. Develop a partner sequence combining balances with travelling actions towards and away from each other- on the floor and the apparatus - Build on/ develop a sequence by exploring different types of spins e.g. tummy, back, seat and floor. Challenge children by exploring different levels of spins - Children are exploring contrasting sequences, building their own sequence using varying travels, balances and paths on the floor and on apparatus - Children are to explore a range of tuck and pin shapes, looking at how this can be included 	<p>and contrast a partner's actions e.g. shapes and travels</p> <ul style="list-style-type: none"> - Explore the use of wheeling actions- focus on bunny hopping and building up towards a cart wheel. Use this to cooperate into a sequence - Explore and perform balances from different starting positions, looking at how to move into the same balance. - Explore different ways of approaching apparatus and how to move into a balance using apparatus. - Build on previous knowledge of turning and explore ways of turning (half and full) on the spot and whilst 		<p>under, over, though, bridges, partner</p>	
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	<p>within a sequence</p> <ul style="list-style-type: none"> - Children are to build on Yr2 knowledge of jumping and turning looking at turns on the spot and ways of travelling with turning on the floor and on apparatus. This will then be incorporated into a sequence already developed - Develop a sequence to travel on different pathways whilst travelling towards and away from a partner, explore ways of matching a partner's shape whilst performing the same or a different action - Recap on how to jump into a jump and landing from year2. Explore how to jump for length e.g from two feet to two feet and land safely. 	<p>travelling. Build this into a sequence</p> <ul style="list-style-type: none"> - Explore how to move in under and through a partner in different ways, looking at different types of bridges. - Use a range of apparatus to develop a final sequence looking at moving in under and through a partner in different ways <p><i>Build on roll development within sessions for transition and movement, allowing children to refine and develop skills from year 3</i></p> <ul style="list-style-type: none"> - As part of lesson warm up children are to create a stretching routine, discussing which parts are being stretched and why 			
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	<p>Explore how to link to previous knowledge of e.g. travelling on different pathways, spins, turn, tuck/pin shapes and contrasting and how different rolls can be used for transition and movement (refine and practise rolling from year 2)</p> <ul style="list-style-type: none"> - To explore and perform different actions using star shapes, building into a sequence e.g. cartwheels, jumps, spins on tummy or feet, balances. Explore how this can be incorporated into a partner sequence - Use final session to use all skills learnt to develop a partner sequence on arrange of apparatus, focusing on variety of travels, paths, shapes, transitions, balances etc. 	<p>CRM</p> <ul style="list-style-type: none"> - he/she can create his/her own stretching routine to prepare for gymnastics. - he/she can balance on pads and points. - he/she can use all parts of his/her body when travelling in different ways. 			
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	<p><i>Build on roll development within sessions for transition and movement, allowing children to refine and develop skills from year 2</i></p> <p>CRM</p> <ul style="list-style-type: none"> - he/she can perform a range of rolls with a good level of accuracy e.g. forwards, backwards. - he/she can make a range of different shapes when balancing. - he/she can combine shapes and balances in a performance. - he/she can use a variety of ways to travel 				
<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess - Evaluate performance and suggest improvements, focusing on partner work, balances and travels 	<p>Children will be given regular opportunities to review own work and that of others</p> <ul style="list-style-type: none"> - Self/ peer assess - Evaluate performance and suggest improvements - Compare sequences and how ideas can be 			

	<ul style="list-style-type: none">- Explain how performance has developed/ improved- Build on sequence using advice given	<p>used to develop a sequence</p> <ul style="list-style-type: none">- Explain how performance has developed/ improved, focusing on partner relationships and timing			
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