

Lacock School C of E Primary School

Medium Term Planning for PE - Beech Class Spring Term 2 2022-2023

Gymnastics

Topic /
key
question

Lesson 1

Learning Intent:

Learning ladder success criteria:

- I can begin to compare my movements and skills with those of others
- I can make up my own rules and version of activities
- I can link actions and develop sequences of movements that express my own ideas.

Starter

Warm up – skipping

Level 1 – starting out – hold the rope in front of you, swing the rope forwards and backwards and step over it each time.

Level 2 – skipping – step over the rope, swing it over your head to the floor in front of you, step over it and repeat, start slowly and build up speed as you improve.

Level 3 – boxer skips – skips with 1 circle and 1 skip, starting with a tuck jump.

Level 4 – boxer skips with alternate feet – skip with 1 swing circle and 1 skip but with alternate feet passing through the rope, choose your speed.

Level 5 – backward skips – start with the rope in front of you and swing your arms backwards so you have to jump backwards over the rope. Start slowly with tuck jumps.

Q – what sports using skipping as a training method? (boxing for speed / football / gymnastics / dance)

Main teaching activity

Skill – flight (floor work) –

- Cat leap
- Jete
- Hop with leg at 90
- Scissor
- Stag
- Cossack / w jump
- Cabriole forwards
- Cabriole sideways
- Arch jump
- Stag ring
- Split jump
- Ring jump

Notes:

Cones
Large balls
Balls of different weight and size
Tennis balls

			<p>Q – what are the learning points for landing from jumps? (soft knees, land through toes, quiet feet)</p> <p>Skill – rope tricks – give each child a rope or one between two, depending on space available and the focus of the lesson. Children initially work on individual movements and when ready try to link them together or create a sequence with a partner. Movements with the rope could include rotating it above/in front/ at the side of the body, skipping through the rope in different ways, circling the rope around the body and passing the rope from hand to hand in a circle.</p> <p>Q – what did/could you do to make your sequence different or more challenging?</p> <p>Plenary</p> <p>Using a mix of green, amber and red cards either prepare or get children to write some gift cards</p> <p>Green – giving praise (applied skills well, learned new skills, came up with new ideas)</p> <p>Amber – supported others (encouraged team mates, was patient with others, helped or involved others)</p> <p>Red – constructive criticism (explain more clearly, be more patient, be more positive when things go wrong)</p> <p>Q – which ideas did you contribute to the sequences today?</p>	
Lesson 2	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others • I can make up my own rules and version of activities • I can link actions and develop sequences of movements that express my own ideas. 	<p>Starter</p> <p>Warm up – skipping</p> <p>Level 6 – backward boxer skips – with the rope turning backwards, jump alternate feet through the rope. Remember to keep your arms straight, back straight with minimum body movement and keep the rope from hitting the floor.</p> <p>Level 7 – long arm skips – with the rope going forwards or backwards circle the rope from the shoulder so the arms make a large circle. Jump higher to allow one jump to coordinate with one circle</p> <p>Level 8 – direction dice – follow the instruction on the direction dice and skip in different directions.</p> <p>Level 9 – cross skips – as you swing the rope forwards, cross your arms so that the elbows join and the hands are at the waist, then step over the rope, swing it over head and repeat. Try it forwards and backwards.</p> <p>Level 10 – double skips – take 1 jump while turning the wrists quickly to achieve a double turn of the rope (success = rope passing under feet twice) try tuck and straight jumps forwards and backwards.</p> <p>Q – what does fluency in skipping look and feel like?</p> <p>Main teaching activity</p> <p>Skill – hand apparatus –</p> <ul style="list-style-type: none"> • Jete through rope • Roll apparatus and cat leap • Large bounce with straight jump • Through hoop tuck jump 	Notes: Cones Large balls Balls of different weight and size

			<ul style="list-style-type: none"> • Snakes with stag leap • Throw and catch a ball straight jump • Rotate hoop stag leap • Roll apparatus and scissor leap over • Tuck or cat leap through a hoop held by partner • Bounce ball under split leap • Coils with ring jump <p>Q – what different types of skips can you think of? (boxer skips, long arm jumps, folded rope, crossed, double, with a partner)</p> <p>Independent work (HA / MA /LA) Skill application – pass it on Give each child a piece of hand apparatus and challenge them to move around and exchange (swap) their apparatus with others. Try can try passing, throwing, flicking or bouncing Q – what did/could you do to make your sequence different or more challenging?</p> <p>Plenary Using a mix of green, amber and red cards either prepare or get children to write some gift cards Green – giving praise (applied skills well, learned new skills, came up with new ideas) Amber – supported others (encouraged team mates, was patient with others, helped or involved others) Red – constructive criticism (explain more clearly, be more patient, be more positive when things go wrong) Q – which ideas did you contribute to the sequences today?</p>	
Lesson 3	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others • I can make up my own rules and version of activities • I can link actions and develop sequences of movements that express my own ideas. 	<p>Starter Warm up – skipping Level 11 – add speeds and levels – follow the level/speed dice and create ways to move while skipping at different levels and speeds. Level 12 – add pathways – move in different pathways while skipping Level 13 – pair skipping – stand close to and facing your partner with one holding a rope. Turn the rope and on every turn both jump through the rope. Level 14 – one rope in the centre – with a partner stand a distance apart and each hold one end of the rope. Turn the rope and one at a time turn into the rope and jump, then jump and turn out of the rope. Level 15 – large rope skipping – using a large rope between a groups, practise skipping through the rope. Try star jumps, straight jumps, tuck jumps. Try skipping with a small rope as the large rope is turning. Q – what things do we look for in a good performance?</p> <p>Main teaching activity Skill – hand apparatus –</p> <ul style="list-style-type: none"> • Jete through rope 	Notes: Cones Large balls Balls of different weight and size

			<ul style="list-style-type: none"> • Roll apparatus and cat leap • Large bounce with straight jump • Through hoop tuck jump • Snakes with stag leap • Throw and catch a ball straight jump • Rotate hoop stag leap • Roll apparatus and scissor leap over • Tuck or cat leap through a hoop held by partner • Bounce ball under split leap • Coils with ring jump <p>Q – how can you develop your sequence further?</p> <p>Independent work (HA / MA /LA)</p> <p>Skill application – rhythmic sequences – children work in small groups and start by choosing 3 or 4 gymnastic movements they can perform. They then add hand apparatus to the gymnastic movements, e.g throw and turn, bounce and balance, roll and jump. They can write or draw their movements on a white board if desired. After practising these movements, their aim is to create an order, which flows, moving from one movement to the next. For further challenge they can add a linking movement between each gymnastic movement to create a smooth flowing sequence. Finally, they can add a start and finish position to their sequence.</p> <p>Q – what did/could you do to make your sequence different or more challenging?</p> <p>Plenary</p> <p>Using a mix of green, amber and red cards either prepare or get children to write some gift cards</p> <p>Green – giving praise (applied skills well, learned new skills, came up with new ideas)</p> <p>Amber – supported others (encouraged team mates, was patient with others, helped or involved others)</p> <p>Red – constructive criticism (explain more clearly, be more patient, be more positive when things go wrong)</p> <p>Q – which ideas did you contribute to the sequences today?</p>	
Lesson 4	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others 	<p>Starter</p> <p>Warm up – stepping stones</p> <p>Level 1 – balance – as you step onto each stepping stone, hold a balance and then step forwards onto another stone, keep going until you travel across the space.</p> <p>Level 2 – jump – increase your speed by using different jumps to travel across the space</p> <p>Level 3 – 1 foot and 2 feet jumps – use different jump techniques, landing on smaller stones with 1 foot and on larger stones with 2 feet.</p> <p>Level 4 – follow the leader – in a pair or small group, choose a leader to take you across the stones and followers try to replicate exactly the movements the leader chooses. Change leader each time you reach the other side.</p>	Notes: Bean bags Spots Hoops Rackets Balls Ropes Low beams Tennis balls

		<ul style="list-style-type: none"> • I can make up my own rules and version of activities • I can link actions and develop sequences of movements that express my own ideas. 	<p>Level 5 – remember the pattern – watch a partner travel across the stepping stones and try to repeat the path and pattern they used, Q – how do we work safely on apparatus?</p> <p>Main teaching activity Skill – different body parts</p> <ul style="list-style-type: none"> • Slide • Slide using opposite arm and leg alternately • Low bunny hop • Crab walk • Roll • Bear walk • High bunny hop to stand • Caterpillar walk <p>Q – what are the main components of a sequence?</p> <p>Independent work (HA / MA /LA) Skill – apparatus circuit – set out the apparatus. Some stations can have climbing apparatus, while others can have floor markers/hoops/mats/benches. Use mats only as exit/landing points off apparatus. The children work in groups as toys from the boy box and rotate around the apparatus circuit focusing on the relevant gym skill. Q – what did/could you do to make your sequence different or more challenging?</p> <p>Plenary Roles on the bus Q – which ideas did you contribute to the sequences today?</p>	
Lesson 5	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others • I can make up my own rules and version of activities • I can link actions and develop sequences of movements that express my own ideas. 	<p>Starter Warm up – stepping stones Level 6 – add directions – use the direction dice for directions and jump/travel/balance accordingly. Level 7 – add level/speed – use the level/speed dice to indicate the level/speed to travel across the space. Level 8 – use different body parts – travel, balance or jump using different body parts Level 9 – add hand apparatus – work with a partner and as they move onto a stepping stone, pass the apparatus to them, for example pass/throw/bounce/roll. Then as you move to another stone, they pass to you. Level 10 – match, mirror, contrast – use the group work dice to decide which way you will travel across the space, for example mirror/match/contrast to your partner while travelling. Q – what different choreographic ideas might you include in your sequence?</p> <p>Main teaching activity Skill – low apparatus</p> <ul style="list-style-type: none"> • Under (slide under medium sized table) • Over (crab walk over bench) 	Notes: Lines ropes Benches Low beams Different sized balls cones

			<ul style="list-style-type: none"> • On top (slide along bench) • Over (step on and off bench) • On to (jump onto bench) • On top (walk along bench) • On to (bunny hop from floor onto bench) • Over (jump over bench) • Off (jump down from low table) • On top (caterpillar on top of bench) <p>Q – why is it important to self-evaluate you performance?</p> <p>Independent work (HA / MA /LA)</p> <p>Skill application – chance choreography</p> <p>Children start by developing a simple sequence eg. Shape-travel-shape-travel-shapes. They can the start to vary the ways in which these are performed.</p> <p>Q – what did/could you do to make your sequence different or more challenging?</p> <p>Plenary</p> <p>Roles on the bus</p> <p>Q – which ideas did you contribute to the sequences today?</p>	
Lesson 6	Learning Intent:	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can begin to compare my movements and skills with those of others • I can make up my own rules and version of activities • I can link actions and develop sequences of movements that express my own ideas. 	<p>Starter</p> <p>Warm up – stepping stones</p> <p>Level 11 – navigate low obstacles – navigate the obstacles (mats/low apparatus/ while staying on the stepping stones</p> <p>Level 12 – different routes through the obstacles – navigate the obstacles using different routes. You might go over/along/through/one and off the obstacles.</p> <p>Level 13 – combine hand apparatus and low apparatus – try to combine travelling/jumping/balancing across the obstacles while also passing/rolling/bouncing the hand apparatus to each other.</p> <p>Level 14 – team stepping stones – in teams, see if you can travel to the other side and back again whilst staying connected.</p> <p>Level 15 – navigate the large obstacles – navigate the big obstacles while travelling across the space.</p> <p>Q – what different ways can you use the apparatus?</p> <p>Main teaching activity</p> <p>Skill – large apparatus</p> <ul style="list-style-type: none"> • Under large table (slide using opposite arm and leg alternately) • Along bench sloped (caterpillar walk) • Up and down onto table (bunny hop) • One handed around large table (jump) <p>Q – what were you please with in relation to the quality of your performance?</p> <p>Skill application – chance choreography</p> <p>Children start by developing a simple sequence eg. Shape-travel-shape-travel-shapes. They can the start to vary the ways in which these are performed.</p>	Notes: Lines Low beams Large balls Tennis balls rackets

			Q – what did/could you do to make your sequence different or more challenging?	
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Plenary

Roles on the bus

Q – which ideas did you contribute to the sequences today?