

Topic: PE	Year group	Term
Gymnastics	Year 4	6 Sessions

Background knowledge

Mats are there to provide a safe area to perform a move but won't stop children from getting hurt if they fall. Children are taught not to walk across a mat. Gymnastics needs to be done in bare feet, hair to be tied up, no jewellery to be worn.

Tops Gymnastics cards provide additional activities to support lesson objectives.

Children can help set up mats - 4 children to move a mat.

Limit the standing and waiting time - have more activities out / available (could have a station reinforcing prior knowledge).

Differentiate by using the STEP model

- Space - increase or decrease space
- Time - e.g. hold a balance for longer
- Equipment - use equipment such as bench, ribbons, hoops
- People - more or fewer people, cannon/synchronised movements

What should I already know?

Year 3

I can perform with safety, control and accuracy

I can perform more than one balance on a point / base?

I can perform more than one roll?

I can jump and land using apparatus from differing heights?

I can link elements to make a sequence?

I can perform a move on a bench?

I can work in a group?

National Curriculum Objectives / Key Skills	The Journey
<p>To develop flexibility, strength, technique, control and balance</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <ul style="list-style-type: none"> • I can perform a range of gymnastics moves 	<p>1. Shapes</p> <p>All children introduced to the shapes of straddle, tuck, pike, arch and dish.</p> <p>Some children can use mirroring and matching.</p> <p>All children can use different gymnastic shapes</p> <p>All can use different pieces of equipment to perform the shapes.</p> <p>Some are able to show good body tension and extension.</p> <p>2. Balancing</p>

<ul style="list-style-type: none"> • I can perform at different levels, speeds and directions • I vary how I use the apparatus (along, over, onto, off) • I can devise a sequence and work as a group. 	<p>All children to understand that they need to use tension and extension to look good as gymnasts. All children understand how to balance in different ways.</p> <p>Some children are able to perform a variety of balances using different pieces of equipment. Some children are able to confidently balance in different ways using matching and mirroring balances.</p> <p>3. Jumping</p> <p>All children to understand how to jump safely. All children are able to fluency of movements. Some children are able use following a leading. Some children are use the equipment to very how they are jumping – along, over, on, off and onto.</p> <p>4. Rolls</p> <p>All children understand how to perform a variety of rolls safety. All children understand how to prepare for a forward's roll. Some children are confidently able to perform a forward's roll. Some children are able to be a gymnast while they are performing rolls.</p> <p>5. Travelling</p> <p>All children to understand different ways to travel. All children are able to travel with a partner side by side. Some children can travel at different levels, speeds and directions. Some children can vary how they are using the apparatus.</p> <p>6. Making a sequence</p> <p>All children to understand how to create a sequence. All children understand how to work with a group. Some children are able to confidently able to come up with different ideas for the group. Some children are able to confidently able to recall what they have learnt in previous weeks.</p>
---	---

Outcomes
<p>An overview of what children will know / can do</p> <p>Working towards: I can perform elements of a sequence with control.</p> <p>Expected: I can perform elements of a sequence with control and work in a group</p>

Exceeding: I am confident with most elements and can come up with ideas when working in a group

Key Vocabulary	Timeline / Diagrams
Dish - body shape laid on back Arch - body shape laid on stomach Splits - using legs, 3 different ways Arabesque - a one foot balance making a T shape Front support - press-up position Pivot - turn on one foot Shoulder stand - balance on shoulders with feet up towards the ceiling.	See additional planning

Key people / places
Important people or places Quotes

Assessment questions / outcomes
Can you perform a balance with control for 3 seconds? Can you perform a forward roll to stand? Can you jump and land using apparatus? Can you challenge yourself in one way using the STEP model? Can you link 6 elements to make a sequence?

