

## **Medium Term Plan: Supporting Implementation of**

**Subject:** Year 3 Spring 2 - Gymnastics:

In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.

N/C links:

- develop flexibility, strength, technique, control and balance.

Key skills:

- Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll
- Social: work safely, collaboration, supportive
- Emotional: perseverance, confidence, independence
- Thinking: observe and provide feedback, creativity, select and apply skills

### **Prior Learning (what pupils already know and can do)**

- Know that some shapes link well together
- Know that squeezing your muscles helps you to balance
- Know that there are different teaching points for different rolls.
- Know that looking forward will help you to land with control.

### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To adapt sequences to suit different types of apparatus.
- To choose actions that flow well into one another.
- To complete actions with increasing balance and control.
- To provide feedback using key words.
- To use matching and contrasting actions in a partner sequence.
- To use a greater number of my own ideas for movements in response to a task.
- With help, recognise how performances could be improved.

### **Key Vocabulary**

Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off

Session 1 – To be able to create interesting point and patch balances.

### **Success Criteria**

- Hold your balance for 5 seconds.
- Make your balances interesting by using different levels and body parts to balance on.

### **Whole Child Objectives**

- Social: To work safely when learning a skill.
- Emotional: To persevere when learning something new.
- Thinking: To identify what makes a good balance and use this to help me improve my balances.

### **Vocabulary:**

Body tension, control, direction, flow, patch, point

Session 2 – To develop point and patch balances on apparatus.

### **Success Criteria:**

- Hold your balance for 5 seconds.
- Make your balances interesting by using different levels and body parts to balance on.

### **Whole Child Objectives:**

- Social: To work safely when learning a skill.
- Emotional: To persevere when learning something new.

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- Thinking: To identify what makes a good balance and use this to help me improve my balances.

### **Vocabulary**

Body tension, control, direction, patch, point

Session 3 –To develop stepping into shape jumps with control.

### **Success Criteria:**

- Land with knees bent.
- Look straight ahead when you jump.

### **Whole Child Objectives:**

- Social: To support others in their learning.
- Emotional: To be confident to provide feedback to others.
- Thinking: To recognise how to make improvements in a sequence.

### **Vocabulary**

Body tension, control, direction, patch, point, landing position, take off

Session 4 - To develop stepping into shape jumps using apparatus.

### **Success Criteria:**

- Land with knees bent.
- Look straight ahead when you jump.

### **Whole Child Objectives:**

- Social: To work safely around others.
- Emotional: To reflect on the skill I find most challenging.
- Thinking: To select and apply actions to my sequence.

Star jump video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11197>

straight jump video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11182>

Tuck jump video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11200>

### **Vocabulary**

Body tension, control, direction, patch, point, landing position, take off

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Session 5 – To develop the straight, barrel, and forward roll.

### **Success Criteria:**

- Barrel roll - keep your knees tucked into your chest.
- Forward roll - tuck your chin into chest.
- Straight roll - roll from an arch to a dish.

### **Whole Child Objectives:**

- Social: To work safely being mindful of others.
- Emotional: To try my best.
- Thinking: To plan and create sequences that flow.

Forward roll video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=24305>

Forward roll to seated shapes video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11181>

Forward roll to standing shapes video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11184>

Straight roll video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11198>

### **Vocabulary**

Body tension, control, extend, direction, flow, landing position, point

Session 6 – To include rolls in sequence work using apparatus.

### **Success Criteria:**

- Barrel roll - keep your knees tucked into your chest.
- Forward roll - tuck your chin into chest.
- Straight roll - roll from an arch to a dish.

### **Whole Child Objectives:**

- Social: To work safely being mindful of others.
- Emotional: To work independently to create my own sequence.
- Thinking: To plan and create sequences that flow.

### **Vocabulary**

Body tension, control, flow, point, extend

### **Future learning this content supports:**

This unit will support future gymnastics units throughout KS2. It will also support them during their summer topics helping them to transfer some key skill across. Pupils will have improved their balance, coordination, flexibility and strength which will be used throughout both summer units.