

INTENT	IMPLEMENTATION	IMPACT
<p>See INTENT statement</p>	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum.</p> <p>Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to develop fundamental skills and build on these through practice.</p> <p>Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils.</p> <p>The skills learnt in KS1 will progress in KS2.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p>



Spring One - Year 4 Gymnastics

6 week term:

Lesson 1: Balances

Lesson 2: Rolls/Sequences of rolls

Lesson 3: Travel/Sequences using apparatus

Lesson 4: Jumps from small heights

Lesson 5: Partner/group routine, incorporating all skills learnt in previous lessons

Lesson 6: Performance routine / Self-assessment

Y4 Learning Goals:

To perform balances with control on low, medium and high levels for 3 seconds

Perform a forward roll safely

To use different methods of travel across various apparatus

Attempt to perform basic shapes in flight with a safe landing

Create a singles and pairs sequence using rolls, balances and different types of travel

Assess others performances when comparing to the correct technical model.

KEY WORDS

Tuck

Pike

Straddle

Control

Tension

Extension

Start position

End position

Flight

Lesson One	
Lesson objective:	
<ul style="list-style-type: none"> ➤ Perform a variety of different balances & shapes 	
Introduction/warm up activity:	Main Activity/Plenary
<p><u>Shape it up</u></p> <p>Ask children to move around the hall, moving in different ways, e.g. walking, skipping, jogging, hopping. Shout out a shape, when the children hear the shape being called out, they should use their body to make a shape. E.g. start with tuck, pike, straddle.</p> <p>Carry on with the movements travelling around the hall, call out different shapes and a number for example;</p> <p>Square – 4 Triangle – 3</p>	<p>Introduce the word tension and what it means (stabilise muscles to hold a position)</p> <p>Demonstrate the balances or use a child who is confident to show.</p> <p>Use supports such as partner to balance.</p> <p>Discuss technique.</p> <p>High levels One-foot stand – knee forwards/behind Arabesque Wine glass</p> <p>Low levels Shoulder stand V sit Front support Back support Dish shape Arch shape</p> <p>Talk about pointed toes, straight knees, head up, holding for 3-5 seconds.</p>

Can we think of any other balances?

Plenary:

Questioning on shapes- how many can they name?

Why do we need to use tension?

Lesson Two

Year 4 learning goal - Perform a forward roll safely

Lesson focus/objective:

- To perform a variety of different rolls

Equipment: Mats, Flashcards/ diagrams to support with techniques & ideas, whiteboard for pictures/YouTube videos

Introduction/warm up activity:

Main Activity/Plenary

'Sticky toffee'

Pupils to be given a marker each to stand on in a space around the hall (check they know their colour and exactly where it is located)

Give a range of movements to follow to move around the hall; walk on tiptoes, skip, jog, leap etc.

When you shout 'sticky toffee', pupils must travel as quickly as possible back to their marker.

Progress into a competition- last one back to their marker is out (avoid sitting out as it is a warm up game; they can join in the game still but do the same movements stationary at their marker e.g. jog on the spot)

Rolls

Pupils to work individually on a mat (pair up if needed)

- Video links
- Demonstration from teacher and/or child

Talk through key points;
Triangle shape with head and hands
Chin to chest

Progression: In pairs, can pupils perform the rolls above by getting into and out of a shape. E.g. pencil roll > star shape on back > back into pencil roll.

e.g. forward roll – tuck shape – egg roll

Further challenge- pairs to synchronise their rolls and shapes in time, including a start and finish position. Use WAGOLs to scaffold ideas.

	Plenary –
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Lesson Three	
Year 4 learning goal - To use different methods of travel across various apparatus	
Lesson focus/objective: ➤ To create sequences of movement and travel using the space and equipment in the hall	Equipment: Mats, benches
Introduction/warm up activity:	Main Activity/Plenary
<p><u>Follow the leader</u> Teacher to start off a trail following the line markings in the hall. Vary the travel movements to recap prior learning and incorporate different shapes and balances from previous week</p> <p>E.g. skipping > freeze into a star shape > balance in standing stalk > different movement around the hall again. Repeat with further shapes and movements.</p> <p>Progression; develop pupil leadership by shouting pupils to the front in order to lead the class with their own movements similar to the above.</p>	<p>Begin to travel around the hall recap skills of travelling from previous year.</p> <p>1- Travel- Chasse, leaps, hops, low/ high movements, cartwheels.</p> <p>Using the apparatus. How can we travel using the benches and round top tables?</p> <p>Walks up the benches Leg dips (using the bench as a beam) Tip toe Sideways movements</p> <p>Progression: What movements can we perform as dismounts? How do we land?</p>

	<p><u>Plenary:</u> What is travel? Why is it important in gymnastics?</p>
Lesson Four	
Year 4 learning goal - Attempt to perform basic shapes in flight with a safe landing	
<p>Lesson focus/objective:</p> <p>➤ To safely perform a range of jumps from standing/ground level</p>	<p>Equipment: Mats</p>
<p>Introduction/warm up activity:</p> <p><u>'Can you be a....' warm up</u></p> <p>Teacher to shout out commands as children move around the hall. Can you travel tall like a tree? Low down like a stalking predator? Skipping like a kangaroo etc. Use lots of different animal movements (frogs, snake, crab etc.) *Cross-curricular links to verbs, adj.</p> <p>Progression:</p> <p>Make the movements relative to gymnastics. Introduce posture & extension of toes and fingers</p> <ul style="list-style-type: none"> - Leaps - Hops - High/ low - Chasse - Twists / turns 	<p><u>Jumping Giants</u></p> <p>Set out a range of coloured gates and hurdles around the room. Pupils to move around in a creative way (link to animal movements as well as gymnastics travelling movements.)</p> <p>When pupils approach different coloured markers, they are to jump over them using a specified jump.</p> <p>e.g Red- star jumps, yellow- tuck, green- split, white- straddle, blue- turn</p> <p>Encourage an explosive take off, height during flight and a soft landing.</p> <p>Set up stations;</p> <ol style="list-style-type: none"> 1 – runs and jumps 2 – chasse and jumps 3 – hop skip and jump 4 – dismounts off benches 5 – dismounts off round tables <p>Ensure the children know how to land safely and the jumps they will perform.</p> <p>Tuck, star, straight jump.</p>

Do children have their own ideas? Can they come up with their own to do?

HA – 180 turns from station 1-3

Plenary

Recap why we need to land safely off higher apparatus.

What is the correct landing technique?

What jumps can we now perform in flight?

Lesson Five

Year 4 learning goal - Create a singles and pairs sequence using rolls, balances and different types of travel

Lesson focus/objective:

- To work as part of a group to create a short routine including all skills learnt in previous lessons.

Equipment: Benches, mats, apparatus

Introduction/warm up activity:

Main Activity/Plenary

Cross the river

Pupils to travel from one side of the river (hall) to the other. Lay down stepping stones (rubber spots) where children have to balance whilst they are travelling. How will they travel? (leaps, hops, jumps etc.)

Recap any previous teaching points as children are doing this.

Pair Sequence

Sequence order;

Start position > Roll > Balance > Jump > Finish position (include travel movements where needed and 1 piece of apparatus per group)

Challenge GD pupils to include any counter and/or pair mirroring balances in their sequence. Are they able to include more than one of each movement? E.g. 2 x jumps, 1 x individual & 1 x counter balance, 2 x rolls

Performance

Select 2-3 pairs at a time to perform to peers. Rest of class to offer observe feedback of what they liked. Repeat until all have performed.

	<p><u>Plenary</u> Self-assess performance. What went well for their group? Were there any areas they could have developed further?</p>
Lesson Six	
Year 4 learning goal - Assess others performances when comparing to the correct technical model.	
<p>Lesson focus/objective:</p> <p>➤ To perform a semi-structured routine with a partner</p>	Equipment: Mats, apparatus
Introduction/warm up activity:	Main Activity/Plenary
<p>Place children into six groups equal mixed ability groups (e.g class of 30 = 6 groups of 5)</p> <p><u>Part one</u> Pulse raisers of dynamic movements on the spot (jogging, hopping etc)</p> <p><u>Part two</u> Pupils are to form a circle in plenty of space and number themselves 1 – 5. Give the class a category from balances, jumps, rolls and travels. Number 1 to come up with a jump to perform for the rest to copy, number 2 a different one and so on until all have been performed. e.g. P1 – star jump (all perform) P2- Half-turn jump (all perform) P3- Tuck jump (all perform)</p> <p>Once all completed, change to balances and repeat same process.</p>	<p>Recap sequences from previous week.</p> <p>Can you add on another section of your routine and complete to music?</p> <p>Balances to be held for 3-5 seconds. Rolls to include; Forward roll, teddy bear roll, pencil roll Straight jump, star jump, tuck jump Chasse travel Individual balances</p> <p>Assess and rate routines based on ACET criteria and judging sheet.</p> <p>Toes pointed Using whole of the space Different movements used Creativity</p>
	<u>Plenary</u>

	Self-assessment – ACET criteria cards, pitch themselves at a level they think they are at.
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