**Ifield School – Termly Plan 2019.20**

SUBJECT/Area of learning: PE TERM/YEAR: Term 4

UNIT: Gymnastics YEAR GROUP/CLASS: Create

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEARNING OBJECTIVES | Possible Learning Outcomes | POSSIBLE TEACHING ACTIVITIES | Resources | Events impacting on learning. |
| PUPILS WILL LEARN | PUPILS WILL BE ABLE TO |  |  |  |
| Week Beginning: 24.02.20  Moving safely in space, performing shapes in a sequence. | * move safely around space * Change speed, shape and direction * Perform a short sequence using shape | Video clip from 2012.  W/up: Moving around a marked area around obstacles. Slow, medium and fast using green, amber and red colours. Stop and go – traffic lights and pictures of shapes. Musical shapes – changing on specific shapes. 2 groups moving in circles, figure of eight changing speed slow at first. Create a link between two shapes.  Ext: – tuck shape and long shape under ball – roll over the top of them.  Ext: try and create other shapes using body, letters etc. | Gym ball, benches, horses, trampette, mats, high jump mat.  Precision and control. |  |
| Week Beginning: 02.03.20  To explore different jumps and perform a sequence of jumps and shapes. | * land safely from a jump * Use 4 different jumps * Use apparatus to perform a sequence | Re-cap on shapes in warm up as well as other shapes they can make with their bodies – copy partner. Landing safely off apparatus.  Jumps - one foot → two feet  two feet → one foot  one foot → other foot  one foot → same foot – use foot markers  Incorporate balancing along a bench to get to the table. Use low equipment to jump on and off. Use this to create a sequence.  Ext: jump and shape in the air, incorporate turns | Horses, mats, high jump mat, trampette,  Use basic jumps, grasshopper, tigger, frog, kangaroo,  Precision and control. |  |
| Week Beginning: 09.03.20  To explore different ways of balancing incorporating apparatus | * know the difference between tensed and relaxed * balance using 1,2,3,4 body part balances * Perform a sequence including jumps, shapes and balances | W/ up – mirroring with shapes and balance  Tense and relaxing for warm up. Trust exercises – push and pull. Wheel barrows, Hand stand with partner, other balances with a partner.  Variety of balances on different body parts. Balance, shape and jump off apparatus using turns and half turns for the more advanced. Set up a circuit of different activities,  Use a jump and a balance in a sequence. | Symbol cards, mats.  Horses, balance balls, benches, ladders.  Precision and control. |  |
| Week Beginning: 16.03.20  Explore different ways of travelling across the mat to use as links between balances, jumps and shapes | * Try different ways to travel * Travel incorporating forward and backward rolls * Incorporate travel in a sequence | W/up – strength based warm up, sit up’s, press ups, 6 inches etc.  Try different ways to travel across a mat.  Ext forward roll and backwards roll.  Compare and give marks out of 10. | Precision and control. |  |
| Week Beginning: 23.03.20  Introduce equipment for rhythmic gymnastics | * To incorporate a piece of equipment into a sequence * To use the equipment with some control * To observe and comment on others performance | Watch rhythmic gymnastics routines. Shapes and travelling with equipment. Ribbon (use in warm up) – circles, fig of 8, back and forth. Balls – balancing on them, under them, passing them, rolling them, rolling over them etc. throw in the air and spin around. wobble cushion – shapes on the wobble cushion | Bouncy balls, ribbons, wobble cushions, batons/club, and hoops.  Precision and control. |  |
| Week Beginning:30.03.20  Create a 4 piece sequence | * Link jump, shape, travel and balance into a sequence * Use equipment and apparatus in the sequence * Observe and comment on others performance | Create a 4 piece sequence, write down and film so that they can all remember. Allow them to choose an apparatus and a piece of equipment they can use to enhance their performance – practice, evaluate and practice, adding in difficulty.  Ext:create and perform a longer sequence | Mats, equipment, apparatus, iPad, cameras, cards and sheets to write down.  Precision and control. |  |
| Week Beginning:  Practice for performance | * Link jump, shape and balance into a sequence * Use equipment and apparatus in the sequence * Observe and comment on others performance | Repeat 4 piece sequence, for a small competition. Allow them to choose an apparatus and a piece of equipment they can use to enhance their performance – practice, evaluate and practice, adding in difficulty. |  |  |
| Week Beginning: |  |  |  |  |