

NATIONAL CURRICULUM:

Pupils should be taught to: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

PRIOR KNOWLEDGE:

In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance

KEY VOCABULARY:

Strength
Body
Balance
Control
Position
Landing
Finishing
Movements
Performance
Shapes
Levels
Starting
Barrell roll
Knees bent

PE – Autumn 2 Year 3, Gymnastics



Lesson Focus:

1. To be able to create interesting point and patch balances.
2. To develop stepping into shape jumps with control.
3. To develop the straight, barrel, and forward roll.
4. To be able to transition smoothly into and out of balances.
5. To create a sequence with matching and contrasting actions and shapes.
6. To create a partner sequence using the skills I have learnt and including a hoop.

CONTEXT: 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.

STICKY KNOWLEDGE:

Hold your balance for 5 seconds.

Make your balances interesting by using different levels and body parts to balance on.

Land with knees bent.

Look straight ahead when you jump

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

Choose actions that are on the same or similar level to move into and out of balances smoothly.

Actions could include rolls, jumps, balances and travelling movements.

Ensure your sequence uses a variety of actions and levels.

Use strong body tension in your balances

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