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| **Newquay Junior Academy – Physical Education** | |
| **Topic:** Gymnastics | **Year: 4** |
| **Composite: To acquire and develop key skills and linking actions that will assist them in performing of fluid movement patterns and sequences. These skills should develop a solid foundation to underpin their future learning.** | |

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| **What should they already know?** | **Assessment Criteria** |
| **In Year 3 they would have done Dance. A lot of dance is transferable to gymnastics.**   * Be able to create dance movements. * Understand and create a basic motif. * Ba able to apply movements to create a dance sequence. * Be able to perform as part of a group to their peers and give and receive feedback. | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.  **SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.  **BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** | |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know that the three key shapes are: tuck, pike and straddle. * I know the difference between front support and back support. * I know what a balance is and how to perform balances on one to four points of contact. * I know how to get out/stroke put away the equipment safely and the rules of using the apparatus safely. | * I can perform the 3 gymnastic shapes: pike, tuck and straddle and use them in a sequence of movement. * I can perform balances on one to four points of contact and hold the balances for 5 seconds with tension and extension. * I can/I am beginning to perform an egg, pencil, dish, straddle and forward roll with a developing technique. * I can apply travel and balances in a sequence and perform to my peers. |

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| **Key Vocabulary** | **Life Skills** |
| **Tuck:** A gymnastics body position where the knees and hips are bent and drawn into the chest with the hands holding the knees.  **Pike:** A gymnastics body position with the body bent forward at the waist with the legs kept straight.  **Straddle:** A body position in which the body faces forward and the legs are spread far apart to the side, ideally to a 180 degree split or more  **Balance:** A static gymnastics position that is held for a period of time (5 seconds).  **Tension:** The muscles of the body remain semi-contacted for a period of time.  **Extension:** Moving a joint towards its most straight position.  **Travel:** To move from one space to another. | Guided Discovery  Communication  Collaboration  Perseverance  Feedback  Performing  Evaluate and Improve |

**Year 4 Gymnastics**

***Composite:*** *To acquire and develop key skills and linking actions that will assist them in performing of fluid movement patterns and sequences. These skills should develop a solid foundation to underpin their future learning.*

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| **Stage** | **Focus** | **Learning Outcomes** | **Lesson** |
| A | TUCK, PIKE, STRADDLE | -To understand the stages of a Warm Up and why it is important.  -To perform each of the shapes and know the name.  -Perform shapes with extension. | Intro and Expectations.  WARM UP: Visit to the Zoo (TOPS card Time to Travel).  Explore different ways of moving.  Introduce 3 shapes; tuck, pike, straddle.  Demonstration and practice. Introduce ‘tension and extension’. Differentiate (see TOPS card).  Sequence: *Start position – Tuck – Pike – Straddle – Finish* (any order, no walking).  Perform and Evaluate. Pick out good practice, some children to demo. |
| B | BALANCE | -To understand the difference between front support and back support.  -Perform balances on 1,2,3,4 points of contact and hold with control for 5 seconds. | WARM UP: Stuck in the mud (4 taggers), if tagged, must take up front / back support until released by being tagged.  Understand the concept of a ‘balance’, how long should you hold it? How can you make a balance look aesthetically pleasing?  Guided discovery; balances on 1 patch, 2,3,4 points.  Give out task cards to give direction and improve quality.  Choose 4 balances, (1,2,3,4 points), apply in a sequence. No walking.  Perform and evaluate. |
| C | ROCK AND ROLL | -To explore different roles on the floor.  -Demonstrate that they can recognise and adhere to safety rules involved with forward and backward rolls. | WARM UP – Jogging around the gym (on toes, quietly), recap balances by calling number of points. Students to hold for 5 seconds.  Split the children in to 5 groups:  5 mat areas set up.  Demo and practice the rolls in the following order: egg, pencil, dish, straddle, forward roll.  \*When doing forward roll, start with tuck, roll backwards, then forward to stand. SAFETY!  \*\*Use TOPS card for progressions.  At the end, everyone to perform their strongest role with a solid technique. |
| D | MOVEMENT ON APPARATUS | -Understand how to get out / put away the equipment safely. Know the rules of using the apparatus.  - To travel and move on all the apparatus in a safe way. | Intro of how to get equipment out.  WARM UP – Teacher led Warm up. . In pairs (1 moves around the floor, whilst 2 moves around apparatus / Swap over.  Split children in to 7 groups; Children to rotate around the stages and explore different ways of moving and balancing on the apparatus. Chose some students to demonstrate.  Perform and evaluate. |
| E | SEQUENCE ON APPARATUS | -To be able to move in a safe and controlled manner over apparatus.  -Apply travel and balances in a sequence and perform to some of the class. | WARM UP: In pairs (1 moves around the floor, whilst 2 moves around apparatus / Swap over.  Children to choose a station they want to work on.  Perform a sequence: *start (T) balance (T) balance (T) balance (T) Finish.* Differentiate for more / less able. Show control and fluency. Hold balances for 5 seconds.  Perform, Give feedback: 2 starts, 1 wish.  Record / Take photos on IPAD.  Evaluate module. |