









What the children should know and remember (previous relevant learning):

<p>Year 2: To explore different ways to balance on apparatus. To be able to work in different ways with a partner to plan and perform a sequence where balances are linked using travel actions. To learn about working in unison.</p>	<p>Year 3: To talk, listen and plan with a partner. To be able to try to describe what was good about a performance. To capture moving images using an i-Pad to aid the improvement of a performance. Pike, Straddle, Pencil, Straight, Tuck shapes when jumping.</p>
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During this unit of work, children will learn:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>to develop an understanding of how to use body to make symmetrical & asymmetrical shapes on own & with a partner on floor & apparatus. to practise using an i-Pad to capture still images of shapes with some success. to link symmetrical and asymmetrical shapes with travelling gymnastics actions. to adapt symmetrical and asymmetrical shapes practised on floor to be able to hold them with control whilst on apparatus. to develop ways to work with a partner when linking actions in a planned sequence, such as mirroring, side by side, back to back, away from & following. how to perform good quality actions. how to improve flexibility in their movements..</p>	<p>to create, remember & repeat sequences on own / with a partner. how to choose a variety of actions to perform. to think about changing levels when still & travelling. how to plan and discuss performing on apparatus with a partner to add variety to performance of symmetrical and asymmetrical shapes. to choose how to transfer shapes from floor to apparatus with some success. how to plan & describe if an action performed by others was good and then try to improve it. to choose how to improve the quality of actions, shapes and jumps.</p>	<p>to be safe at all times and follow instructions. how to carry and move apparatus carefully and safely with others. how to work on their own and with a partner safely whilst sharing space & apparatus. to compare their performance to others. to challenge self to attempt and master more difficult skills. that strength & flexibility are important for physical activity. to explain the importance of a warm up. to talk about how to stay healthy. to recognise and describe the effects of exercise on the body. to be determined to try more difficult skills. to be confident to ask for help. to say positive things about their own ability and performances.</p>


ASSESSMENT FOCUS:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>Can perform symmetrical & asymmetrical shapes Practise different ways to forward roll & develop Can jump with a partner in unison Can perform actions and shapes on different levels</p>	<p>Create & remember sequences on own & with a partner Can describe a performance Choose how to improve the quality of actions Plan & discuss how to perform on apparatus with a partner</p>	<p>Is safe at all times Can work on own & with others / listen to others Know how to share, move & carry equipment safely Compare own performance with others Learn to explain importance of a warm up / explain the effects of exercise Show determination when challenged with harder skills & confident to try new skills</p>

What the children will learn next (in next gymnastics unit of work – Year 4 Balance – Small & large body parts:

<p>To explore ways to balance on small and large parts of the body, holding unusual shapes. To learn to balance completely on and partly in apparatus of different heights. To plan, create, practise, remember and perform a sequence to an audience. To be able to help another performer to improve a complete performance after observing it.</p>

Warm up ideas

<p>Banana Game: Travel around hall, walking to start, then skipping / jogging. On call make these shapes: Banana – hold banana shape either standing or lying. Banana split – hold banana shape with legs apart. Banana shake – shake body whilst holding banana shape. Squashed banana – make flat star shape on floor.</p>	<p>Stuck in the mud: Walk during first game, then skip, then jog without touching mats. 2 children to be ‘taggers’. If tagged, children must hold a given shape on a mat then be freed by others as follows: Star shape on feet: freed by someone travelling between their legs. Table: On hands & feet facing floor like a table. Freed by someone crawling under body. Arch:  Lie on tummy, lifting arms & legs. Freed by someone performing 2 feet to 2 feet pencil jump over body.</p>	<p>Musical statues: When music is playing, children to travel in different ways around floor without touching mats. When music stops, children to hold different shapes still on closest mat: Small, curled up shape; star shape; long, thin shape; on a named body part only, upside down, with feet in the air, a free choice of an unusual shape, etc. Change the shape that has to be made after every few stops of the music & increase speed of travelling to music from walking to skip, hop, jump, low, high, sideways, hands & feet etc.</p>	<p>Traffic lights: On commands children to hold a shape on a mat or travel in a certain way around mats: Red: Freeze. Amber: Skip. Green: Jog. Car wash: Lie on floor & roll from dish to arch shape. Speed bumps: 2 footed jumps around room with arms stretched up by ears. In the garage: Hold table shape still on a mat. Windscreen wipers: Lie on back on a mat with legs up straight. Open & close legs. Round the roundabout: Travel around one mat.</p>	<p>Under the sea: Children to walk, skip, jog around mats in between commands: Starfish: Star jump around mats. Crab: Side stepping with arms outstretched horizontally. Seahorse: Keeping arms by sides, travel taking tiny steps on tip toes. Jellyfish: Travel quickly around mats, lifting knees high and shaking hands up and down. Shark attack: Children to lie down flat on a mat or sit on a piece of apparatus & lift feet off floor.</p>	<p>Fire & ice: 3 children to each have an ice pack (bean bag). 4 children to each have a red hot hoop (hoop). Others to travel around mats (start with walk, then skip, then jog). If tagged by a child with an ice pack, children to stand on a mat holding a pencil shape still. They are freed by a child with a red hot hoop moving hoop over their body from top to bottom, then they step out of hoop when it reaches mat. Change children with ice packs and red hot hoops a few times & increase travelling speed.</p>
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Lesson No/ Week	Learning Objective	Success Criteria (Differentiated)	Activities	Resources	Key Vocabulary Key Questions
1	To show an understanding of symmetrical & asymmetrical shapes.	<p>All – will have opportunity to experiment with symmetrical & asymmetrical shapes.</p> <p>Most – can explain the difference between symmetrical and asymmetrical.</p> <p>Some – will be able to consider how to change shapes from symmetrical to asymmetrical.</p>	<p>Pupils to recap on what is gymnastics from previous experiences. Introduce idea of normal and unusual shapes that you can hold still. Get pupils to play musical statues. Challenge pupils to change the way they travel every time the music restarts and state that walking and running are not allowed. When music stops, get pupils to hold a normal standing / sitting / lying down shape. Play a few times, then ask pupils to now hold an irregular, unusual shape that they would not be allowed to be in when in assembly or when lining up after playtime when music stops. Introduce terms 'symmetry' & 'asymmetry' and check pupils understanding from maths. Draw diagrams on board to demonstrate both and talk about / show a mirror line. Now give pupils a short time to make their bodies into 3 symmetrical shapes on 3 different levels (high, medium, low) where both sides of their body is held in the exact same way. Pupils are to share a mat with a partner & ask them check each other's symmetry with an invisible pen to mark mirror line along their partner's body. Demo good ideas and discuss. Now repeat to adjust pupils' 3 symmetrical shapes into create 3 asymmetrical shapes on 3 different levels so that the shapes are not the same on each side of their bodies. Demo & discuss. Get pupils to practise all 6 shapes they have chosen (3 symmetrical & 3 asymmetrical) and ask them to hold each one for 3 seconds. Finally, play musical statues again. Pupils to move using different travel actions and when music stops call symmetrical or asymmetrical to determine shape held on a mat by pupils.</p> <p><i>Some children may find it difficult to understand whether their shape is showing symmetry or asymmetry. Using an i-Pad to capture a photo of their shape and showing them could help to demonstrate to them. Some children may</i></p> <p><i>Some children should be challenged to make their initial shapes more difficult to perform to increase their level of difficulty. This may be something simple like changing a symmetrical star shape to hold it on relevé (on tiptoes) or lifting an arm / leg from floor into an asymmetrical bridge.</i></p>	Mats.	<p>Can you remember what skills you perform in gymnastics? What is the difference between symmetry and asymmetry?</p> <p>Vocab: regular, unusual, symmetry, asymmetry, shape, still, squeeze, tension, levels, partner, hold, low, medium, high, line of symmetry.</p>
2	To explore ways to link symmetrical & asymmetrical shapes.	<p>All – will use basic actions to link shapes.</p> <p>Most – can perform a variety of gymnastics actions.</p> <p>Some – will perform more advanced linking actions showing quality.</p>	<p>Recap on what is symmetry and asymmetry from last lesson. Give pupils some time to recap and practise their 3 symmetrical shapes and 3 asymmetrical shapes on high, medium and low levels. Now ask pupils to choose 6 different areas of the room (can be mats or floor) where pupils can perform each of their 6 shapes. Once they have decided which shape will be performed in which area, challenge pupils to now find ways they use gymnastics actions to travel in between their shapes and link them together into a sequence. Get pupils to brainstorm travel actions (rolls, jumps, turns, skip, hop, slide, crawl, elephant walks on hands & feet, walkovers, cartwheels,</p>	Mats. Music.	<p>What actions can you perform to link shapes?</p> <p>Vocab: As for lessons 1 - 2 + travel, link, sequence, levels, dynamics.</p>

			<p>round offs, etc.) Discuss not repeating travel actions and challenge pupils to try to travel on a variety of levels. Can they show a change in each way chosen to travel? Demo good ideas. Recap on 'sequence.' Pupils to link together 5 ways to travel. When each mat is reached pupils to hold still one of their symmetrical or asymmetrical shapes. Practise to music.</p> <p><i>Some children may need to concentrate on 2 symmetrical and 2 asymmetrical shapes to be able to remember and recall them to be able to include them in a sequence.</i></p> <p><i>Some children can be challenged to include more than 3 symmetrical & asymmetrical shapes in their sequence. This will then require them to perform more travel actions to link their shapes and should be encouraged to try to ensure there are no repeated travel actions.</i></p>		
3	To perform shapes on apparatus.	<p>All – can attempt to perform shapes on different heights of apparatus.</p> <p>Most – can perform with control and quality.</p> <p><i>Some – can alter shapes to make them more complex.</i></p>	<p>Place low apparatus around hall with mats besides them. Get pupils to remember their 3 symmetrical and 3 asymmetrical shapes from previous lessons and challenge pupils to practise performing their shapes on different pieces of apparatus. Demo good ideas and discuss if any of their shapes had to be adjusted to perform them on apparatus. Pupils to practise again on all pieces of apparatus then ask pupils to choose one piece of apparatus for each shape. Demo & discuss how to hold shapes still when no longer touching the floor. Now challenge pupils to practise using gymnastics actions such as jumps, turns, rolls, cartwheels, to get out of shapes back on to floor. Demo good ideas and allow pupils time to experiment with the examples they see. Now if time, pupils to use their travel actions from last lesson when they have got out of shape to move to next piece of apparatus for next shape to develop their sequence further. Practise sequence to music.</p> <p><i>Some children may be able to perform certain actions to get out of shapes from apparatus onto floor, but may need to alter shape to make the transition easier: for example, a child may need to step one foot onto floor before performing a cartwheel to get out of shape, or may need to get onto knees on apparatus to be able to forward roll onto floor.</i></p> <p><i>Some children can be challenged to perform actions to get out of shapes on apparatus, without having to first adjust the shape to make the transition easier: for example, they may be able to cartwheel / round off with hands on floor straight from standing in a shape on apparatus. They may be able to roll forwards / backwards / sideways from a low shape held on apparatus straight onto floor. Ensure children make their body low by bending arms and knees as they transition into the dismounting action to cushion the impact and avoid suddenly hitting the mats.</i></p>	<p>Mats.</p> <p>Benches.</p> <p>Low - medium apparatus.</p> <p>Music.</p>	<p>What actions can you use to get out of a shape?</p> <p>Vocab: As for lessons 1 - 3 + apparatus, into, out of.</p>

4	To explore a variety of ways to work with a partner.	<p>All – can talk, listen to and plan with a partner. Most – can explore different ways to perform together. Some – will be able to perform both symmetry and asymmetry together.</p>	<p>Give pupils time to recap their 3 symmetrical & 3 asymmetrical shapes performed on 6 different pieces of apparatus. Now get pupils into 2's, and ask them to take it in turns to teach their partner their 6 shapes. Swap over. Recap on ways to work with a partner. Now partners are to choose 3 favourite symmetrical shapes between them and practise together on apparatus so that both partners are holding the same shape on apparatus to show symmetry, so that each one of the shapes is on a one of the 3 levels. Discuss an imaginary mirror line between them with symmetry to be seen on both sides. Demo good ideas. Discuss ways to work together: facing, back to back, side by side etc and think about how to communicate together so that shapes can be held for the count of 3. Now ask pupils to adapt their 3 shapes to develop 3 more shapes that show asymmetry and can be performed together at the same time on apparatus. Discuss what either one or both partners need to do to change the symmetrical shape, so it is showing asymmetry. Give time to experiment and each pair should end up with 6 shapes that they can perform together in a variety of ways on apparatus with the same shape at the same time being performed.</p> <p><i>Some children may benefit from working with a more able partner to help with the discussions about symmetry and asymmetry between 2 performers. Some children may find it easier to create the asymmetrical shapes by one partner only changing the position of one arm or leg for example to create the asymmetrical shape between the 2 partners.</i></p> <p><i>Some children can be challenged to create symmetrical & asymmetrical shapes in pairs where one partner is on apparatus and the other is on the floor, so they are on different levels, or where both partners are holding shapes so that their bodies partly touch both the apparatus and the floor.</i></p>	Mats. Benches. Low - medium apparatus.	<p>Do you remember ways to work with a partner?</p> <p>Vocab: As for lessons 1-4 + partner, talk, listen, plan, perform, side by side, back to back, mirror, facing.</p>
5 & 6	To be able to capture still images of shapes using i-Pads.	<p>All – know how to use an i-Pad to take a still photograph. Most – can make sensible adjustments to ensure shapes are correctly captured. Some – can advise and show others how to use i-Pads correctly.</p>	<p>Pupils in same pairs as previous lesson. Get them to practise their 6 partner shapes (3 showing symmetry, 3 showing asymmetry) performed on apparatus at the same time. Now recap on how using i-Pads can help us to evaluate and improve our gymnastics work. Discuss how to take (capture) still photographs using an i-pad camera function. Go over importance of where you stand to take photo and ensuring whole bodies of both partners must be visible in photo. Join pairs together into groups of 4. 1 pair to take photos of their 'partner' pair's symmetrical & asymmetrical shapes and then swap over. Once finished, group must sit down and look at photos together. Any which do not show whole bodies of each person must be deleted and retaken until each group of 4 have photographs showing each partner shape. Now look at photographs and decide if there is anything that can be done to improve the shapes showing symmetry and asymmetry. Get children to think about the quality of the shapes, the levels being used and if the shapes are truly showing symmetry and asymmetry. If so, the photos must be re-taken with</p>	Mats Benches i-pads	<p>How can i-pads help us to improve our performance? Did you find it easy to ensure the whole shape was captured?</p> <p>Vocab: As for lessons 1-5+ i-pad, capture, still, photograph, observe, evaluate, change, improve, share, co-operate.</p>

			<p>pupils making changes to shapes to improve them. Observe photos again and evaluate / compare to original photos.</p> <p><i>Some children may find it difficult to independently capture a performance effectively so that it can be analysed, so they may need a few more attempts and possibly some assistance. Some children may find it more difficult to describe what was good about a performance and should be encouraged to look at how the partners worked together, the quality of the shapes made and whether symmetry and asymmetry can be clearly seen.</i></p> <p><i>Some children should be challenged to suggest ways that their own performance could be improved as well as the performance of others as this tends to be more difficult. They should be encouraged to use specific gymnastics vocabulary such as the names of the shapes held, stretch, quality, control, symmetry, asymmetry, etc..</i></p>		
7 & 8	To work with a partner to create a sequence using apparatus and floor.	<p>All – can create a basic sequence linking shapes.</p> <p>Most – can link shapes using different levels and dynamics.</p> <p><i>Some – can smoothly link shapes with more advanced travel actions.</i></p>	<p>Give pupils time to recap on & practise their 6 shapes to be performed with a partner. (3 symmetry & 3 asymmetry on apparatus and / or floor to be performed on high, medium and low levels.) Recap on the imaginary mirror line between them with symmetry / asymmetry to be seen on both sides. Demo good ideas again. Recap ways to work together: facing, back to back, side by side etc. Pupils to choose different pieces of apparatus for their shapes and use travelling actions to link them together in to a smooth sequence. Play a piece of music with no lyrics for pupils to practise and perform to. Give pupils plenty of time to practise their sequence and when ready allow pairs to perform to the rest of class. Ask other pupils to comment on what was good about the sequences they saw and what they could do to improve their gymnastics work.</p> <p><i>Some children may benefit from working with a more able partner to create and perform a sequence as they may have difficulty remembering their sequence of shapes, actions and linking actions. Some children may benefit from only having to use 2 symmetrical & 2 asymmetrical shapes in their sequence.</i></p> <p><i>Some children should be challenged to plan and perform gymnastics actions to get into and out of their partner shapes in addition to their linking travel actions. They can be encouraged to add jumps, rolls and turns to do this.</i></p>	Mats. Benches. Low - medium apparatus. Music.	<p>How can you work together to create a smooth sequence?</p> <p>Vocab: As for lessons 1-5 + sequence, smooth, quality.</p>