

Gymnastics Activities/FMS – Medium and Short Term Planning Sheet

Class: Y3 **Half Term:** S1

Physical ME	Social ME	Thinking ME	Healthy ME
<p>Use skills, actions and ideas appropriately and apply and develop a broader range of skills in gymnastics learning how to use the movements in different ways and link actions to make sequences of movement</p> <p>Develop their flexibility, strength, technique, control and balance through gymnastics. (NC2014)</p> <p>I know how to and can hold and control different balances in the air and within my personal space (S2A Navy 9 - PM)</p> <p>I know how to and can hold and control a range of stable balances in the air and within my personal space. I can demonstrate clarity of shape and fluent links to other actions. I can plan and perform at least 3 linked actions with at least one being a stable balance</p>	<p>Enjoy communicating, collaborating and competing with each other (NC2014)</p> <p>I can listen to others and happily follow their instructions (S2A Navy 2 SM)</p> <p>I am able to listen to others and can follow their advice or instructions. I am also able to make my own decisions where appropriate</p>	<p>Be able to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC2014)</p> <p>I can choose what equipment to use in a range of situations (S2A Navy 4 TM)</p> <p>I am able to choose how to adapt sequences when using a range of apparatus.</p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p>I can communicate why it is important for my health and well being to move regularly (S2A Navy 3 HM)</p> <p>I am able to state why taking part in gymnastics is important for my flexibility and strength</p>
Objectives ideas	<p>Physical Me: To know how to and be able to hold and control a range of stable balances in the air and within personal space. To demonstrate a clarity of shape and fluent links to other actions. To link at least 3 actions with at least one being a stable balance</p> <p>Social Me: To be able to listen to others and follow their advice or instructions. To be able to make own decisions where appropriate</p> <p>Thinking Me: To be able to choose how to adapt sequences when using a range of apparatus.</p> <p>Healthy Me: To be able to state why taking part in gymnastics is important for flexibility and strength</p>		
Additional objectives (specific to class needs)			
Additional challenge ideas	<p>Physical Me: To safely select and perform at least 5 actions in a sequence with 2 stable balances. To be able to show a variety of linking actions into and out of the stable balances</p> <p>Social Me: To lead a partner or group being able to</p>		

	<p>accommodate differing abilities</p> <p>Thinking Me: To be able to adapt sequences for others when using a range of apparatus</p> <p>Healthy Me: To be able to lead a simple flexibility warm up</p>
Cross-curricular links	<p>Health and safety</p> <p>Link to major gymnastics events – World Champs/ Olympics/ Commonwealth games – use of video clips to inspire? Use of clips showing balances/counter balances and partner balances</p>
Resources Inclusion	<p>Camera / IPAD</p> <p>Top Gym cards 2</p> <p>Range of gymnastics equipment Use of TA – video analysis, safety support</p> <p>STTEPS model: How will you adapt the environment to stretch / meet needs of all pupils</p> <p>Space, Task, Time, Equipment, People</p>
Floor work Warm up ideas	<p>Warm up to cover the combination of the basic actions in gymnastics and to support the development of flexibility, strength, technique, control and balance.</p> <p>Set in Stone – Balance warm up from Top card 2. Focus on number of points of contact and originality. Explore 3 rounds on each level</p>
Skill development ideas	<p>Explore balancing ideas from warm up. Develop further by incorporating balance into a linked pair of actions. Use demonstration to focus on control and fluency of linked actions. Focus on hold of balance for min 5 seconds.</p> <p>Explore a variety of ways to perform</p> <ul style="list-style-type: none"> a) Jump, balance, roll b) Weight on hands, balance, jump c) Balance, weight on hands, balance d) Children’s choice of actions to extend and challenge <p>Focus on control, fluency and performance of sequence</p>
Apparatus skill development (Object control)	<p>Working on or around the apparatus, explore different ways of safely transferring sequences from floor to each piece of apparatus fluently.</p> <p>Explore safely putting each individual action onto the apparatus initially before linking to second action and then third and beyond.</p> <p>Rotate to all apparatus layouts.to experience different objects to control. Perform at different levels.</p>

Floor work Assessment focus	Perform floor work sequence and question self against success criteria set and/or, <ul style="list-style-type: none">• Does my sequence contain a minimum of 3 well-performed actions with a minimum of 1 balance? (Against success criteria)• Is my sequence fluent showing strong linking actions?• Is my sequence controlled?• Does my sequence challenge me?• How can I improve my performance next week (personal target setting)
Questioning Ideas	<ul style="list-style-type: none">• Which moves are you selecting for your sequence and why?• Is your balance stable?• How can you challenge yourself?• Where are you performing your balance within your sequence on the apparatus?• How have you had to adapt your sequence from the floor to apparatus?