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| **Physical Education Medium Term Plan- Spring 2**  This term students will learn and understand the rules of Gymnastics, practice the requisite skills, and demonstrate their abilities to perform various physical movements in a competitive game. | |
| **Year Group:** 4 **Topic- Gymnastics** | |
| **National Curricular Focus** | |
| * Develop strength and stamina through sustained periods of vigorous activity * Practice and implement runs, leaps, jumps and locomotion in more complex sequences * Work collaboratively to perform with a partner | |
| **Lesson Objectives for weeks1-6** | |
| * To be able to perform a sequence of 6 elements/gymnastics movements/shapes * I can use compositional ideas including changes in speed and direction * I can work with a partner to create a sequence * I can perform to other peers * To be able to travel over and under equipment with control and balance * I can perform a range of turns * I can jump off equipment using the correct technique * I can change direction and speed in a sequence# * I can show an increased range of flexibility * I can travel over a bench/mat with fluency * To be able to engage your core and hold positions with control (Back/Front support, Dome/dish shape) * I can balance in an increase range of positions | |
| **Assessment covered in term** | |
| **Assessment statements from Progress in PE**  **3. Balance, Agility and Co-ordination (Gymnastics)**   1. I can balance on my head, with my legs straight and toes pointed, with partner supporting if needed 2. I can perform a handstand against a wall or using a partner for support 3. I can create symmetrical and asymmetrical balances with a partner 4. I can perform a sequence of 4 or more gymnastic movements that are linked (e.g. travel, jump, roll, stand, balance) 5. I can jump from apparatus, using my body correctly to gain height and land safely 6. I can turn 180° when jumping to the right and left 7. I can always show a good gymnastic finishing position 8. I can use a range of available apparatus safely, with caution 9. I can balance on a narrow beam (upturned bench) independently 10. I can travel showing different speeds, directions, foot patterns and levels | |
| **Vocabulary** | |
| Fluency  Contrasting  Unison  Low  Combinations  Full turn  Half-turn  Sustained  Explosive  Power | Control  Group  Direction  Speed  Partner  Actions  Compositional  Leap  Jump  Land |