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| updated logoHedgehogs Class Medium Term Planning for P.E Spring Term 1 - 2023  Gymnastics | |
| Gymnastics  **Movement & organisation** | PE will be developed in weekly sessions, as well as swimming sessions. will be specific planned opportunities to support the children’s progress and may be altered to suit the needs of the children during the term.  Fundamental movement skills will be developed on a daily basis throughout all our active sessions within structured lessons and play times. Children will have the opportunity throughout the day and week to develop their fundamental movement skills using the climbing frame, outdoor balancing equipment, riding trikes, using the big swing, accessing the forest school area and sensory garden and their own class outdoor / indoor environment.  Key vocabulary –   * Walk, run, jump, skip, hop, balance, land, turn, roll   **Rolls –** Curled side roll (egg roll), **Log roll (pencil roll),** Teddy bear roll  **Jumps – Straight jump**, Tuck jump, Jumping jack, Half turn jump, Cat spring  **Travelling –** Tiptoe, **step, jump and hop,** Hopscotch, **Skipping, Galloping**  **Shapes and balances -** **Standing balances**, Kneeling balances  **Complete/ perform:**   * Control my body when performing a sequence of movements. * Participate in simple games. * Perform using a range of actions and body parts with some coordination. * Begin to perform learnt skills with some control. |

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| **Lesson 1 - Link it**  **Exploring familiar equipment**  Explore climbing on and balancing on familiar equipment set up as a circuit in the hall (soft play, benches, steps, tunnel, log, etc.). | **Lesson 2-3 – Learn it**  **Practise travelling, rolling and jumping**   * Model and practise log rolls on the mats in the hall. * Model and practise jumping on the spot (straight jump) – use coloured floor spots. * Model and practise hopping, skipping and galloping.   Have some benches set up to practise balancing, stepping along them and jumping off them. | **Lesson 4-5 – Check it**  **Copy me – perform a sequence of movements**  Model log rolls, jumping, stepping, hopping, skipping, galloping, and standing balances – encourage children to copy.  Create a circuit of balancing equipment and encourage children to travel across/ through/ over/ under the equipment and include some movements to create a sequence. | **Lesson 6-7 - Show it and know it**  **Play simon says to perform using a range of actions and body parts**   * Log rolls * Straight jumps * Hopping * Stepping forwards * Skipping * Galloping * Standing balances |

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **ELG –**  Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.   * Create a short sequence of movements. * Roll in different ways with control. * Travel in different ways. * Stretch in different ways. * Jump in a range of ways from one space to another with control. * Begin to balance with control. * Move around, under, over, and through different objects and equipment.   **Key Stage One –**  Master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.   * Create and perform a movement sequence. * Copy actions and movement sequences with a beginning, middle and end. * Link two actions to make a sequence. * Recognise and copy contrasting actions (small/tall, narrow/wide). * Travel in different ways, changing direction and speed. * Hold still shapes and simple balances. * Carry out simple stretches. * Carry out a range of simple jumps, landing safely. * Move around, under, over, and through different objects and equipment. * Begin to move with control and care. | EYFS -   * **Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.** * **Mounts stairs, steps or climbing equipment using alternate feet.** * **Walks downstairs, two feet to each step while carrying a small object.** * **Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.** * **Can stand momentarily on one foot when shown.** * **Understands that equipment and tools have to be used safely.** * **Experiments with different ways of moving.** * **Jumps off an object and lands appropriately.** * **Travels with confidence and skill around, under, over and through balancing and climbing equipment.**   Key Stage One –   * **Manage space safely showing good awareness of each other.** * **Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing.** * **Copy and explore basic body actions and movement patterns.** * **React to a range of stimuli** * **Sustain effort throughout lesson** * **Respectful of each other and equipment** * **Engaged and on task throughout lessons** |

**Progression of Learning**

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  Exploring familiar balancing and climbing equipment.  Practising managing transitioning. | Activities provided during lesson  Opportunities to practise gymnastics skills through adult modelling and the child copying the actions. | Independent activities linked to lesson  Ongoing opportunities during break times – using the climbing equipment to balance, hopscotch, practicing travelling in different ways and practicing jumping. | How will the pupils share knowledge during or end of lesson  Children will be able to copy the actions when prompted within a sequence of movements. | Retrieve or generalization of learning after lesson  Children will be able to complete the actions when prompted with increasing control. |