

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: Six		Area of learning: Gym Sequences
Links to previous work/Remember when	Gymnastic shapes and balances, and creating a sequence (Years 4 and 5).	
Term	Year 6	Key Skills to be taught
Spring 2022 What the children should know at the end of this series of lessons		Flexibility, strength, balance, power and mental focus. To co-operate with others.

Vocabulary

Front and back support.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Touch jog The children jog around in a space marked with a clear boundary. Call 'Touch left!' – the children touch the floor with their left hand. Call 'Touch right!' – the children touch the floor with their right hand. Call 'Touch both!' – the children touch the floor with both hands. Repeat, mixing the order of the commands. Occasionally call 'Change direction!' to add variety.</p> <p>Skills learning and development: Share images of 'front support' and 'back support' balances. What are the similarities and differences between the two balances? Model each of the balances. Using core strength is important here. The tummy must be tucked in tight to keep the body flat. Describe the key features of each balance listed below. After modelling one balance, allow time for the children to practise holding the balance before moving on to the next one. Provide instant feedback to ensure their balances are accurate and of a high quality. Video or photograph the children if this helps. Select children to model good technique.</p>

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	<p>Front support – the stomach faces the floor; balance on both hands and both feet, with the arms and legs straight and legs together.</p> <p>Back support – the back faces the floor; balance on both hands and both feet, with the arms and legs straight, legs together and fingers pointing towards the toes.</p> <p>Application and practice: Using the children’s topic work, select an appropriate piece of music that can help to create a sequence (e.g. war – theme from The Great Escape or ‘We’ll meet again’; Monsters – music from Monsters Inc). The children will work together in small groups to construct a sequence that builds each lesson when new skills are introduced. They will also draw on the gymnastic moves learned in Years 4 and 5. The sequence can depict elements of the topic or tell a story</p>
2	<p>Warm-up: The children move around the room in a variety of ways (e.g. light feet, skipping, side steps). Randomly call out some of the shapes from last lesson (e.g. tuck, pike, straddle) and the children have to freeze in that shape.</p> <p>Skills learning and development: Ask the children to discuss with their partner the similarities and differences between symmetrical and asymmetrical balances. Share feedback and create success criteria to identify what all successful shape balances must be or do, and how symmetrical and asymmetrical balances differ. Write the responses on the whiteboard. The children continue with the routines they started last week. However, now the focus is to include symmetry and asymmetry, with the moves already developed. If the existing sequence doesn’t lend itself to this, then the children can add new moves. Ask: Can the symmetry and asymmetry be carried out on different levels?</p> <p>Application and practice: The children observe each other and offer feedback. They look at how the sequence fits with the music, the level of body tension and the flow into and out of balance.</p>
3	<p>Warm-up: The children move around the room in a variety ways, led by an adult. Call out onomatopoeic words and the children respond with an action, balance or jump that sounds like that word.</p> <p>Skills learning and development:</p>

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	<p>Workings in pairs, the children explore different ways of rolling. Share ideas. Remind children about the key gymnastic skills of log roll, egg roll, forward roll and teddy bear roll. Demonstrate the correct technique for each – select children to model each one, with assistance. Allow the children time to practise these moves. Application and practice: The children refine their work on the group sequences – they can include a piece of equipment (e.g. bench, box top) if they wish. Develop the sequence, aiming to include three rolls in it.</p>
4	<p>Warm-up: Space buggies Provide each child with a hoop. The children step inside the hoop and hold it at waist level. Explain that this is their space buggy. They move around in their space buggies and follow commands, e.g. 'Change direction', 'Slow', 'Fast', 'Left turn', 'Right turn' and 'Reverse'. Encourage the children to use all of the available space. Skills learning and development: With a partner, the children work for five to ten minutes on counterbalance moves that were explored last year. Use images of counterbalances to help the children remember. The children go into the groups for their sequence and discuss how the pair counterbalances can be adapted to include more people. Can they use symmetry and asymmetry? Explore these ideas – which are the most effective, easier and harder? Application and practice: Continue developing the sequence, adapting and refining it to include counterbalances and balance moves. The children should think about using equipment to change the level of the balances.</p>
5	<p>Warm-up: Musical balances The children move around to the music. When it stops they get into a balance and hold it until the music restarts. Each time the music stops, the children must go into a balance on a different part of the body (e.g. small, like hands and feet and then large, like legs and shoulders). Skills learning and development: Recap the meaning of the terms 'canon' and 'unison'. The children discuss and share ideas for how they could perform their moves in canon or unison, either as a pair or as a group. Allow them time to practise their moves,</p>

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	<p>which may be taken directly from their group sequence or may be new.</p> <p>They apply any concepts relating to canon and unison to their sequence. This is the penultimate practice time, so the sequence needs to be drawing to an end point with a clear finish.</p> <p>They share their sequence with another group, which offers feedback.</p> <p>Application and practice: The children to share their sequences and are given a review so that comments can be applied in a final practice in the next lesson. If possible, video the sequences so that the group can do some self-analysis.</p>
6	<p>Warm-up: Numbers</p> <p>The children run, hop or skip in the playing area, according to the command. When a number is called, the children get into groups of that number (so if they hear '3', they get into groups of three). If more than one player cannot find a group, they could perform a fun forfeit (e.g. five star jumps).</p> <p>Skills learning and development: The children spend 20 minutes practising and perfecting their routine and bearing in mind all the qualities we are looking for in a performance, e.g. body tension, pointed toes and fluency of movement.</p> <p>Application and practice: The children perform the sequences to an audience, who observe and give positive feedback to the groups who have performed. As they are watching, they should look out for unison, canon, symmetry, asymmetry, balance and counterbalance, and linking moves.</p>

Learning Outcome/product	
<ul style="list-style-type: none"> ● To use and refine the following skills: flexibility, strength, balance, power and mental focus. ● To co-operate with others. 	

Assessment records	List only those children who have not achieved the expected outcomes.

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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question