

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



<b>Subject: PE</b> <b>Year Group: 3/4</b>		<b>Area of learning: Groovy Gymnastics</b>
Links to previous work/Remember when	Shapes and travelling moves (Years 1 and 2).	
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
<b>Spring 2023</b>  What the children should know at the end of this series of lessons		Be able to jump with a stable, safe landing. Try different ways of jumping. Be able to land safely when jumping from a bench. Use other skills learned to vary jumps. Link jumps into sequences. Use the skills learned to work as a group to create complex shapes at different levels.

## Vocabulary

Landing shapes, Balance, roll, travel, jumps, teamwork, co-operation.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
1	<p><b>Warm-up:</b>  <b>Shapes</b>  Ask the children to skip, jog or gallop around the room. Call out different shapes and the children freeze in that shape. Ensure they make shapes on different levels – high, low and in the middle.</p> <p><b>Skills learning and development:</b>  The children walk around the room. On 'Jump!', they jump in a straight shape (stretched out) and land. Watch how they land. Show them how to land with soft knees. They practise jumping and landing safely. Repeat a number of times and land in a balance on points (small body parts like feet, hands or knees). Share ideas.  Repeat a number of times and land in a balance on patches (large body parts like legs, arms or shoulders). Share ideas.  Ask the children to think about their favourite balance on a point and a patch and jump – land – balance, jump – land – balance.</p> <p><b>Application and practice:</b>  Using the moves from the previous activity, add two more shapes to make a sequence.  Ask: what key skills are needed when making a sequence? (Tension and flow.)</p>

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2	<p><b>Warm-up:</b>  <b>Tag</b>  The children play tag. When the children are caught they go into front or back support (balance on their hands and feet, either with their stomach facing downwards – front support – or facing the ceiling – back support). They can only move when they have been touched again by another player.</p> <p><b>Skills learning and development:</b>  Jumping development  The children share a mat with a partner and explore different ways of jumping. They take off and land in different ways (e.g. hop, bounce, leap, bunny hop). Share ideas. The children model good technique and then practise some of the different jumps.  The children then work on a balance on point (feet, hands or knees) and patch (back, legs or arms) followed by a jump and then a roll.</p> <p><b>Application and practice:</b>  With a partner, the children link the two sequences together. They practise and perfect the routine. Remind them that good body tension and flow is important. Half the class watch the sequences and give feedback. Then swap.</p>
3	<p><b>Warm-up:</b>  The children move to the music in their own way and, when the music stops, perform a balance.</p> <p><b>Skills learning and development:</b>  Recap on how to get benches out safely. Put benches randomly around the room, interspersed with mats. Using a letter from their name, the children move from one part of the playing area to another in that shape, including a balance. When they get to a mat, they perform a roll and when they arrive at a bench, they travel along or over the bench and jump off it. Recap on words that describe ways to travel and how they are used to link other actions together.  When they have reached the end of their letter, they repeat the activity, trying to remember the letter. Choose another letter and repeat. Ask: How does changing the letter make you perform differently?</p> <p><b>Application and practice:</b>  Join the two letters together – ensure the jumps performed are different and that they include a balance.</p>
4	<p><b>Warm-up:</b>  <b>Tag in front support</b>  The children play tag, skipping only. When they are caught, they go into front support (press-up position) and stay there until another player touches them.</p> <p><b>Skills learning and development:</b>  The children will spend the next three lessons putting together a gymnastics sequence to a piece of music.</p>

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	<p>They listen to the music and discuss how a sequence to go with it might look. Remind them to use the beat of the music to come up with a sequence. The sequence must have a clear start, middle and end. Include balances on points and patches, travelling around the area, rolls, a variety of levels (high, middle and low) and three shapes.</p> <p>The music can be used to create more imaginative linking moves.</p> <p>Write ideas on paper or a whiteboard.</p> <p>In small groups, the children plan a sequence, including the layout of equipment – each group can have one piece of equipment and two or three mats. Draw the plan if this is useful. They could also make a checklist of the different moves.</p> <p><b>Application and practice:</b></p> <p>The groups practise the sequence repeatedly, adapting and refining it. The groups could be videoed so that they can see what they actually look like.</p> <p>Co-operation as a team is crucial, so the children need to understand others' abilities and listen to others' ideas – try them, use them and adapt them.</p>
5	<p><b>Warm-up:</b></p> <p>The children can select their own favourite warm-up.</p> <p>Ask: Why do we need to warm up?</p> <p><b>Skills learning and development:</b></p> <p>As a group, discuss where they got to with the sequences last week and what they need to work on this week.</p> <p>They practise with the music and then repeatedly without. Remind them to refer to the checklist and planning from last week.</p> <p>Work with groups and give them feedback – concentrate on levels and tension. Use the music to help them to find ways of moving into and out of actions.</p> <p><b>Application and practice:</b></p> <p>Observe the groups individually and also ask the children in each group to observe and feed back to their peers.</p> <p>The children write on the planning sheet what the comments were and decide how they can act on them.</p>
6	<p><b>Warm-up:</b></p> <p>The children jog with light feet until a number is called. The children get into groups of that number and do a shoulder stand. Change the numbers called.</p> <p><b>Skills learning and development:</b></p> <p>The children prepare to perform their sequence. This is the last lesson to practise. Remind them about the use on-breaking space to link 3 to Ps – Practise, Perfect, Perform – especially with regard to tension and flow.</p> <p>Check the sequence against the plans and what was to</p>

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	<p>be included in the sequence. Discuss any omissions or changes with the groups.</p> <p>The children repeat the whole sequence. Ensure there is a clear start and finish.</p> <p><b>Application and practice:</b></p> <p>The groups perform the sequence to the rest of the class, who observe and analyse the performances.</p> <p>In particular, pick out inclusion of all required elements, having a clear start, middle and ending, tension and flow.</p>
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Learning Outcome/product	
<p>Be able to jump with a stable, safe landing. Try different ways of jumping. Be able to land safely when jumping from a bench. Use other skills learned to vary jumps. Link jumps into sequences. Use the skills learned to work as a group to create complex shapes at different levels.</p>	

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

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

End of unit assessment question