

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject:</b> PE <b>Year Group:</b> Year 3/4		<b>Area of learning:</b> Gym Sequences (Year B)
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>Gymnastics skills from Key Stage 1 and Year 3.</li> </ul>	
<b>Term</b>	<b>Key Skills to be taught</b>	
<b>Spring 1 2024</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>Use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence.</li> <li>Use linking moves to maintain the fluency of a sequence.</li> <li>Adapt a sequence.</li> <li>Perform gymnastic moves using a piece of equipment.</li> <li>Use own and others' body weight to balance.</li> <li>Add interest to a sequence by varying movement or balance.</li> <li>Make up longer sequences and perform them with fluency and clarity of movement.</li> <li>Develop the skill of critique, including the ability to identify strengths and areas for improvement.</li> </ul>	

## Vocabulary

Canon, unison, sequence, moves, techniques, posture, body, tension, balance, counterbalance.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<b>Learning Objective:</b> To identify and practise body shapes. (Rising Stars - lesson 1)  <b>Key Knowledge:</b> Children need to be familiar with tuck, straddle and pike	<b>Recap</b> - Gymnastics skills from Key Stage 1 and Year 3.  Share images of tuck, straddle and pike shapes. What are the similarities and differences between the three shapes? Model each of the balances and describe the key features of each balance listed. After modelling one shape, provide time for

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	<p>shapes and their features. Children are required to create repeating patterns of shapes.</p>	<p>the children to practise holding the balance before moving on to the next one.</p> <p>Tuck – straight back; toes pointed and legs together – not crossed. Straddle – straight back; arms extended out to the sides and legs straight and toes pointed. Pike – straight back; arms reaching up by ears; legs straight together and toes pointed.</p> <p>The children create a repeating pattern of shapes incorporating the three balances. How might these shapes be linked together? Share ideas of linking moves (e.g. rolling, twisting, leaping).</p>
2	<p><b>Learning Objective:</b> To identify and practise symmetrical and asymmetrical body shapes. (<i>Rising Stars - lesson 2</i>)</p> <p><b>Key Knowledge:</b> Children required to understand 'symmetrical' and 'asymmetrical'. Children required to create short sequence including shapes, balances and linking moves.</p>	<p><b>Recap</b> – Shapes from Lesson 1.</p> <p>Share the terms 'symmetrical' and 'asymmetrical'. With a partner on a mat, the children explore different ways of balancing on small and large parts of the body. Share ideas and enforce good posture and body tension. Link these to fitness and strength in the core.</p> <p>Ask the children to move around the space. Call 'symmetrical' or 'asymmetrical' and the children form an appropriate balance. Choose individual children to explain how they know whether their balance is symmetrical or asymmetrical.</p> <p>With a partner, the children create a short sequence which includes two shapes, two balances and four linking moves. Emphasise that these are a minimum requirement and that the children can add more if they want to. Focus on good quality moves which demonstrate good posture and body tension.</p>
3	<p><b>Learning Objective:</b> To construct sequences using balancing and linking movements. (<i>Rising Stars - lesson 3</i>)</p> <p><b>Key Knowledge:</b> Children should be able to explore bench and box top equipment. Children required to demonstrate their knowledge of</p>	<p><b>Recap</b> - Symmetry and asymmetry, shapes (Lessons 1 and 2).</p> <p>The children work with the same partner as in previous lesson and use a bench or box top to explore how the equipment can be used, while bearing in mind all the themes covered so far (symmetry and asymmetry, linking moves and shapes).</p> <p>The children adapt their sequences from the previous lesson to include the piece of equipment they have been exploring.</p>

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	'symmetrical' and 'asymmetrical'.	
4	<p><b>Learning Objective:</b> To use counterbalances and incorporate them into a sequence of movements. (<i>Rising Stars - lesson 4</i>)</p> <p><b>Key Knowledge:</b> Children required to understand each of the 'counterbalances'. Children required to produce a short sequence to music including appropriate gestures and actions.</p>	<p><b>Recap</b> - Balances and shapes, linking moves, symmetry and asymmetry (Lessons 1 to 3).</p> <p>Introduce the term 'counterbalances'. Choose two children to model the following counterbalances and allow the children to practise each balance. Counterbalance 1 - Partners stand facing each other with toes touching. Hold hands and lean backwards. Ensure arms and legs are straight. Counterbalance 2 - Partners face each other, one standing and the other sitting in tucked position. They hold hands and the sitting partner leans backwards while being supported by the standing partner. Counterbalance 3 - Partners face each other, standing approximately 1 m apart. They raise their hands above their heads, lean forwards and bring their hands together.</p> <p>Put together a short sequence to music that includes the balances taught. This could be linked to topic work (e.g. monsters, coast, war). The children include gestures and actions that would depict elements of their topic (e.g. for Monsters Inc. this could be travelling to work, arriving at the scare factory and collecting scare juice).</p>
5	<p><b>Learning Objective:</b> To perform and evaluate own and others' sequences. (<i>Rising Stars - lesson 6</i>)</p> <p><b>Key Knowledge:</b> Children should understand and demonstrate effective balance sequences.</p>	<p><b>ASSESSMENT LESSON</b></p> <p><b>Recap</b> - All skills covered in lessons 1 to 4.</p> <p>Recap the sequences that have been created throughout the previous lessons. Explain to the children that they are going to join all the sequences together in order to create a final gymnastic sequence. Share ideas about what effective balance sequences need to be or do (e.g. extended limbs must be straight; include symmetrical and asymmetrical balances; have interesting linking movements; include balances that have different surface areas and a variety of points of balance; include examples of unison and canon movements; use counterbalances).</p>

### Learning Outcome/product

Children to join all the sequences created across the unit together in order to create a final gymnastic sequence.

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