

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: Year 5/6		Area of learning: Gym Sequences (Year B)
Links to previous work/Remember when	<ul style="list-style-type: none"> Gymnastic shapes and balances, and creating a sequence (Years 4 and 5). 	
Term	Key Skills to be taught	
Spring 1 2024 What the children should know at the end of this series of lessons	<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. Use and refine the following skills: flexibility, strength, balance, power and mental focus. Co-operate with others. To develop skills for movement, including rolling, bridging and dynamic movement. To use own and others' bodyweight to balance. Add interest to a sequence by varying the movements. To make up longer sequences and perform them with fluency and clarity of movement. To develop the skill of critique, including the ability to identify strengths and areas for improvement. 	

Vocabulary

Counterbalance, forfeit, fluency, tension, extend, pull, push, level, direction, rotation, dynamic movement, rolling and bridging.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	Learning Objective: To identify and practise gymnastic shapes and balances. (Rising Stars - lesson 1) Key Knowledge:	Recap - Gymnastic shapes and balances, and creating a sequence (Years 4 and 5). 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

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	<p>Children should be familiar with shapes and balances used in previous year.</p> <p>Children are required to listen carefully to feedback given to them in order to improve their balances and then act appropriately on this feedback.</p>	<p>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. Front support – the stomach faces the floor; balance on both hands and both feet, with the arms and legs straight and legs together. 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>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>Learning Objective: To identify and practise symmetrical and asymmetrical body shapes. <i>(Rising Stars - lesson 2)</i></p> <p>Key Knowledge: Children should be familiar with work done in previous year relating to symmetry and asymmetry.</p> <p>Children are required to create a success criteria for what successful balances must be or do.</p> <p>Children are required to listen carefully to feedback given to them by peers in order to improve their balances and then act</p>	<p>Recap – Body shapes and balances; creating a sequence, symmetry and asymmetry (Years 4 and 5, and Lesson 1).</p> <p>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>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>

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	appropriately on this feedback.	
3	<p>Learning Objective: To construct sequences using balancing and linking movements. <i>(Rising Stars - lesson 3)</i></p> <p>Key Knowledge: Children are required to add to what they have developed in the previous two lesson's sequence.</p> <p>Children should be able to explore different ways of rolling independently.</p>	<p>Recap - Sequence development (Lessons 1 and 2).</p> <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.</p> <p>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>Learning Objective: To use counterbalances and incorporate them into a sequence of movements. <i>(Rising Stars - lesson 4)</i></p> <p>Key Knowledge: Children are required to remember counterbalance moves that were explored last year.</p> <p>Children should be able to remember and work on symmetry and asymmetry from previous lessons.</p> <p>Children should have the confidence to use different equipment during their sequences.</p>	<p>Recap - Balance and counterbalance</p> <p>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?</p> <p>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>Learning Objective: To perform and evaluate own and others' sequences. <i>(Rising Stars - lesson 6)</i></p>	<p>ASSESSMENT LESSON</p> <p>Recap - Sequence development to music and all key skills introduced (Lessons 1 to 4).</p> <p>The children spend 20 minutes practising and perfecting their routine and bearing in mind all the</p>

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	<p>Key Knowledge: Children are required to work on all key skills introduced across the topic.</p> <p>Children should have the confidence to explore different equipment throughout a performance of their sequence.</p>	<p>qualities we are looking for in a performance, e.g. body tension, pointed toes and fluency of movement.</p> <p>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>
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Learning Outcome/product

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

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