



PE – Year 3 – Autumn 1 – Gymnastics - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher) Disciplinary (Why) Procedural (How)	Knowledge Factual	Activity Outline
<p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>1</p> <p>Body Shapes</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to create a thin shape.</p> <p>I know how to make a wide shape.</p> <p>I know how to change the level of my shape.</p>	<p>I know that I can create shapes using my body.</p> <p>I know that I can make me shapes thin or wide.</p> <p>I know that I can change the level of my shape.</p>	<p>Organise the class into small groups and give each group a different style – thin, small, round, wide etc. How many shapes can they make in a set amount of time? Encourage pointed toes and fingers to make the gymnastics shape look tidy.</p> <p>Children are to make a sequence of four body shapes individually – each shape is to be held for a count of five. Discuss and evaluate children’s sequences.</p> <p>In pairs, children are to mirror image each other to create a body shape sequence.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching 		<p>2</p> <p>Balancing</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>I know how to perform a point balance.</p> <p>I know how to perform a patch balance.</p>	<p>I know that I must have control over my body to balance.</p> <p>I know that I can change the part of my body I balance on.</p> <p>I know that there are point and patch balances.</p>



<ul style="list-style-type: none"> • in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know why a balance is important in gymnastics.</p>		<p>Children are to create a sequence of four balances individually and then with a partner.</p>
<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>3 Travelling</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to travel using my feet.</p> <p>I know how to travel using a range of parts of my body.</p> <p>I know why traveling is important in gymnastics.</p>	<p>I know that I can use a range of skills within linking movements.</p> <p>I know that my movements must flow.</p> <p>I know I can travel at different levels.</p> <p>I know that traveling means moving from one area to another in a variety of ways.</p>	<p>Explore as a class different ways to travel – which ways of travelling are easy? Which ways are difficult? Incorporating rolls.</p> <p>Challenge children, using a mat, to find three ways of travelling on a high level, three ways of travelling on a medium level and three ways of travelling on a low level.</p> <p>Ask the children if they can combine three different ways of travelling with three different shapes or balances. Ask them to use different methods to travel between each corner of the mat – individual work.</p>



<p>Swimming and Water Safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>4</p> <p>Travelling</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to travel using my feet.</p> <p>I know how to travel using a range of parts of my body.</p> <p>I know who to create a routine with a partner.</p> <p>I know why traveling is important in gymnastics.</p>	<p>I know that I can use a range of skills within linking movements.</p> <p>I know that my movements must flow.</p> <p>I know I can travel at different levels.</p> <p>I know that traveling means moving from one area to another in a variety of ways.</p> <p>I know that I must communicate with my partner whilst creating a routine.</p>	<p>Recap skills taught in the previous lesson.</p> <p>As a pair, children are to be challenged to create a sequence combining three different ways of travelling (including a roll) with three different shapes/balances. Perform these sequences to other pairs to evaluate.</p> <p>Combine pairs to create groups of four and repeat the challenge with four members.</p>
	<p>5</p> <p>Sequences on Apparatus</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating</p>	<p>I know how to stay safe on apparatus.</p> <p>I know how to mount apparatus.</p> <p>I know how to dismount apparatus.</p>	<p>I know what apparatus are.</p> <p>I know that apparatus can be used in a routine.</p> <p>I know that spotters may be needed on apparatus.</p>	<p>Set up apparatus containing benches, tables and mats.</p>  <p>Apparatus set-up ideas</p> <p>Organise the class into smaller groups again and give each group a section of the apparatus to work in. Ask the children to explore creating</p>



		<p>and competing with each other.</p>			<p>shapes and balances using the equipment.</p> <p>Ask each group to find out how many different balances they can make on this number of body parts. Do this for a few minutes and then rotate the groups around so that they all have the opportunity to experience the different apparatus and performing at different levels.</p>
	<p>6 Developing Sequences Further</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and</p>	<p>I know how to stay safe on apparatus.</p> <p>I know how to mount apparatus.</p> <p>I know how to dismount apparatus.</p> <p>I know how to incorporate apparatus within a routine.</p>	<p>I know what apparatus are.</p> <p>I know that apparatus can be used in a routine.</p> <p>I know that spotters may be needed on apparatus.</p> <p>I know that you can use apparatus within a routine.</p>	<p>Recap previous lesson – setting out equipment again.</p> <p>Challenge each child to individually create a short sequence on the apparatus using balances, shapes and movements between shapes.</p> <p>Provide opportunities to evaluate and reflect on their sequences.</p>



		demonstrate improvement to achieve their personal best.			
	7 Developing Sequences Further	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know how to stay safe on apparatus.</p> <p>I know how to mount apparatus.</p> <p>I know how to dismount apparatus.</p> <p>I know how to incorporate apparatus within a routine.</p>	<p>I know what apparatus are.</p> <p>I know that apparatus can be used in a routine.</p> <p>I know that spotters may be needed on apparatus.</p> <p>I know that you can use apparatus within a routine.</p>	<p>Recap previous lesson – setting out equipment again.</p> <p>Challenge each child to work with a partner to create a short sequence on the apparatus using balances, shapes and movements between shapes.</p> <p>Provide opportunities to evaluate and reflect on their sequences.</p>