



ACTIVITY FOCUS	YEAR	DATE
Creative Activities Gymnastics	3	00.00.000

LEARNING INTENTIONS	SUCCESS CRITERIA	L/N FOCUS	DEVELOPMENT
<ul style="list-style-type: none"> • Explore combinations of movements on floor, mats and apparatus. • Practise and improve a short sequence of movements. • Understand the importance of warming up. 	<p>Explore: different ways to balance, roll and jump.</p> <p>Choose: the best combination of moves to transfer from floor to apparatus.</p> <p>Practice and Improve: their movements to show better body tension and extension.</p> <p>Show and explain: how each movement has been improved and refined and how these form the best sequences on the floor and on apparatus.</p> <p>Evaluate and feedback: On their own and others performances.</p>	<p>Oracy: Describe and explain their selection of movements and use key activity words related to their activity.</p> <p>Discuss ways to improve their own and others' work. Key words e.g. inverted; contrasting; flow; combinations; half-turn; sustained, extended; explosive.</p> <p>Listen to and respond to the ideas of others.</p>	<p>Warm up: Travelling and Footwork. Run freely using the whole space available. Do not to follow anyone. On teacher's command children stop, be perfectly still for about 3 seconds whilst bending their knees and ankles. Repeat several times. Encourage use of space and movement in different directions. Include different challenges, such as who is the first to stop and remain perfectly still.</p> <p>Floor work: Mats out. Children access to the mats from 3 or 4 areas. Using PESS shape cards, revision of 'families of skills': rolling (log roll & teddy bear roll); balancing (key points - i. a position of stillness; ii. a challenge to hold, children to stretch their bodies when making shapes and holding balances - point their toes, show good body tension and extension, hold balances for a count of 1,2,3; using hands and feet - e.g. bunny jumps; jumping - focus on good preparation for take-off and landings and.</p> <p>Apparatus: Ref to PESS gymnastic cards. Set out to facilitate rolling, jumping, balancing, using hands and feet, hanging/swinging/climbing. Each station designed for differentiated possibilities. Children encouraged to choose easier or harder challenges for themselves at each station. Children encouraged to vary and apply their actions [PESS Gymnastic Games cards provide ideas for fun activities]. Rotate around families of skills stations to develop and adapt the use of skills to apparatus. Note: For a six-station plan you will need at least two weeks for the children to complete the 'circuit'. Keep a record of groups and position on apparatus for next lesson. Share interesting and quality performances - encourage feedback.</p> <p>Cool down: Sticky Legs. In pairs sitting in a space. Number one makes a 'piked sitting position' sitting with straight back, legs stretched out in front. Number two tries to pull legs apart whilst partner resists. Change over. Alternatively, some children might find it more challenging to lie on their back and raise their legs. Question children on why this game is important.</p>

ACTIVITY SKILLS PROGRESSION
<ul style="list-style-type: none"> • Discuss and determine success criteria in relation to their own performance using key words and activity specific language.