



PE Topic Journey Overview Y3

Y3 PE Topic: Gymnastics

PE Topic: Y3 Gymnastics Symmetry/Assymetry

<p>Lesson 1 Key Skills: To consolidate and improve the quality actions, body shapes and balances and to link phrases of movement</p> <p>Activities: Revise five basic jumps from Key Stage 1 :1>1, 2>2, 2>1, 1>2, 1> other Discuss symmetrical shapes When landing from jump make a symmetrical shape, balance in a symmetrical shapes Balance on a variety of small body parts in symmetrical shape. Repeat using large body parts Think about the flow from one shape to another Children practice and refine movement from one symmetrical balance to another Demonstrate and improve</p> <p>Outcomes: Children to show an improvement in the quality of the actions and transitions</p>	<p>Lesson 2 Key Skills: To improve their ability to select appropriate actions and use simple compositional ideas using apparatus</p> <p>Activities: Recap on floor work from last week Balance in an asymmetrical shape (not the same on both sides) using large body parts. Balance on small body parts in a symmetrical shape Roll out of balance then roll into a balance on large body parts. Small apparatus out (benches and small tables) Practice sequence on apparatus</p> <p>Outcomes: Devise and perform a gymnastic sequence, showing a clear beginning, middle and end</p>	<p>Lesson 3 Key Skills: Using combinations of floor, mats and apparatus, put together sequence, evaluate and improve Activities: Recap the floor work sequence from last week Set out small apparatus. Roll on mat towards apparatus Explore travelling along apparatus in asymmetrical shapes. Explore balancing on apparatus in symmetrical/asymmetrical shapes. Practice sequence Evaluate own sequence and each others sequence Practice and improve sequence Performance of sequence</p> <p>Outcomes: Children to perform initial sequence, evaluate and improve</p>
<p>Lesson 4 Key Skills: To recognise how their own performance has improved</p> <p>Activities: Recap and refine on floor work from previous weeks Roll sideways and move into symmetrical shapes, refine rolling sideways – curled, log, dish and hollow or child’s own. Set out apparatus. Travel on, off, over and under the apparatus, travel into symmetrical / asymmetrical shapes Practice/refine sequence Look at demonstrations and evaluate as a class Think about how own performance could be improved Practice with improvement point in mind</p> <p>Outcomes: Children to show understanding of what is involved in the process of improving a performance</p>	<p>Lesson 5 Key Skills: To recognise and describe the short term effects of exercise on the body during different activities, balanced landings</p> <p>Activities:Practice/refine floor work from lessons 2, 3 and 4 Set out apparatus Travel on, off, over and under apparatus in symmetrical/asymmetrical shapes Children to look at different ways of jumping onto apparatus such as landing on a bench, as well as off it,with a balanced 2 footed landing Evaluate one another’s performances Discuss effects the exercise has had on our bodies Practice/refine sequence</p> <p>Outcomes: Children to have explored different ways of landing when jumping on and off apparatus. Children to identify when their body is ready for gymnastic activity</p>	<p>Lesson 6 Key Skills: To add rolling to the chosen sequence</p> <p>Activities: Practice/refine floor work from last week. Travel on, off, over and under large apparatus in symmetrical/asymmetrical shapes Try and vary shapes from last week adding rolls if able to. Describe and evaluate one another’s performances Practice/refine sequence Performance – Need to vary it from last week by adding rolls How are your sequences different? How is your sequence different/similar</p> <p>Outcomes: Explain the differences between two performances</p>
<p>Resources: Gymnastic mats (sufficient to be used by pairs), benches, nesting platform tables, large apparatus wallbars</p>	<p>After school club</p>	<p>Out of school links</p>

PE Topic: Y3 Gymnastics: Balance/Rocking, Rolling and Sliding

<p>Lesson 1 Key Skills: To balance on a range of large body parts</p> <p>Activities: Free running, change direction, run few steps, jump and hold balance. Stretch-Sit with legs straight in front, press trunk down to floor. Balance on large body parts; stomach, side, back, bottom. Practice balance on bottom while forming a V shape with arms and legs. Link between the range of balances, emphasising the hold in balance</p> <p>Outcomes : Children to be able to demonstrate and hold a range of balances on large body parts</p>	<p>Lesson 2 Key Skills: To incorporate balances on apparatus</p> <p>Activities: On all 4s, alternately move with arched back and straight back(happy and angry cat) Straddle sitting, press stomach towards floor Using apparatus including nesting tables, benches, practice different balances Find balances partly using apparatus and partly the floor/mat Jump onto apparatus and into a balance Using benches or tables, children bend and straighten arms 10 times to develop strength</p> <p>Outcomes: Children can demonstrate balances on apparatus fully and partly</p>	<p>Lesson 3 Key Skills: To travel (slide) on large body parts</p> <p>Activities: Three runs on spot followed by three bounding leaps Bouncing on the spot, increasing height on three successive jumps Choose starting position on the floor. Travel across the floor using rolling, sliding or rocking movements While sliding, consider if it is a pushing or pulling movement. Can they do both ? Try pushing and pulling sliding action from various starting positions: side, seated, stomach, back Children devise a sequence to include 2 balances, a sliding action, a run and a jump</p> <p>Outcomes: Children to show ability to slide between phases of a sequence</p>
<p>Lesson 4 Key Skills: To use rolling and rocking techniques on large body parts</p> <p>Activities: Free running, travel feet to hands to feet in variety of ways On all 4s, children lift one leg and try to touch back of head with toes. Then move leg forward and try to touch knee onto forehead. On mats starting on shoulders, roll down back and finish still in seated position, then roll back onto shoulders Roll sideways tucked up tightly, then stretch out and roll back again From seated position, rocking from side to side before moving into a sideways roll. Teach that rocking is used to develop momentum leading to a roll. Try other rocking actions leading to a roll</p> <p>Outcomes: Children to show a range of rolling and rocking actions and realise that a rocking action builds momentum for further movement.</p>	<p>Lesson 5 Key Skills: To use rocking, rolling and sliding techniques on apparatus</p> <p>Activities: Run around hall zig-zagging from side to side From kneeling position circle each leg clockwise and anti-clockwise alternately Introduce apparatus. Children to find places on apparatus where they can rock, roll and slide Starting from apparatus, slide to touch floor and roll away Travel onto, through or along and off apparatus using a sliding action. Then use rocking action to move into a roll.</p> <p>Outcomes: Children can perform a sequence including rocking, rolling and sliding techniques on apparatus</p>	<p>Lesson 6 Key Skills: To consolidate ideas from previous sessions into a sequence</p> <p>Activities: Practice bunny jumps (movement from feet to hands to feet) Revisit previous ideas on balance, sliding, rocking and rolling Children to develop sequence with clear start and finish to include all elements of previous work. Sequence can include apparatus as appropriate Observe groups and part way through, choose a couple of groups to demonstrate. Evaluate performances and suggest improvements to be made. Continue to practice sequences before final routine is performed</p> <p>Outcomes: Children to show in their routine a range of balance, rocking, rolling and sliding and to be able to evaluate and improve their performance</p>
<p>Resources: Gymnastic mats (sufficient to be used by pairs), benches, nesting platform tables, large apparatus wallbars</p>	<p>After school club</p>	<p>Out of school links</p>