



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Gymnastics – Unit M – Symmetry and Asymmetry

YEAR GROUP: 3

TERM: Spring 2

<p>Vocabulary</p> <ul style="list-style-type: none"> • Symmetry • Asymmetry • Compose • Sequence • Levels • Speed • Direction • Coordination • Control • Balance • Flexibility • Travel • Contrast • Link • Jump • Roll • Spin • Analyse 	<p>Skills</p> <ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed or level. • Develop the quality of their actions, shapes and balances. • Move with coordination, control and care. • Use turns whilst travelling in variety of ways. • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility in movements. • Know what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts. • Travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart, and working on different levels. • Individually and in partners be able to analyse and say why they like about a sequence. • Adapt and transfer learned skills onto appropriate apparatus 	<p>What we already know</p> <ul style="list-style-type: none"> • At KS1, children have previously had experience of linking movements together to create a short sequence. They have travelled in a variety of ways including rolling. They have also practised climbing onto and jumping off of small pieces of equipment safely. • In the Autumn Term of Year 3, children created different curled, arched and stretched shapes using their bodies. They joined actions together to create sequences individually and with others.
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • To perform symmetrical and asymmetrical shapes / balances in isolation / with a partner and link actions together to compose a short movement sequence both independently and with others. • To incorporate apparatus into movement sequences. 	<p>Concepts</p> <ul style="list-style-type: none"> • Symmetry • Asymmetry • Levels • Directions • Speed • Canon • Unison • Linking • Balance • Rolling • Jumping • Travelling
<p>Other/Cross Curricular Links with English/Maths</p> <ul style="list-style-type: none"> • Maths – direction, shape, symmetry • English – terminology (language) • PSHCE – turn taking, working with peers, considering others’ feelings when giving feedback. 	<p>Adaptation for SEND</p> <ul style="list-style-type: none"> • Resource cards with ideas to support • Simplified moves to copy • Less success criteria • Adult support • Smaller groupings Selected learning partners 	