




## ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

**TOPIC TITLE/SUBJECT:** Gymnastics – Balance

**YEAR GROUP:** 4

**TERM:** Autumn 1

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Balance</li> <li>Compose</li> <li>Sequence</li> <li>Levels</li> <li>Speed</li> <li>Direction</li> <li>Jump</li> <li>Shapes</li> <li>Coordination</li> <li>Control</li> <li>Fluency</li> <li>Body tension</li> <li>Expression</li> <li>Clarity</li> <li>Flexibility</li> <li>Centre of gravity</li> <li>Technique</li> <li>Travel</li> <li>Link</li> <li>Roll</li> <li>Spin</li> <li>Points</li> <li>Patches</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Create a sequence of actions that fit a theme.</li> <li>Use an increasing range of actions, directions and levels in their sequences.</li> <li>Move with clarity, fluency and expression.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Improve the placement and alignment of body parts in balances.</li> <li>Use equipment to vault in a variety of ways.</li> <li>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</li> <li>Begin to develop good technique when travelling, balancing and using equipment.</li> <li>Develop strength, technique and flexibility throughout performances.</li> </ul>	<p><b>What we already know</b></p> <ul style="list-style-type: none"> <li>At KS1, children have previously had experience of linking a few 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.</li> <li>In year 3, children have created sequences by linking movements with increasing accuracy and control. They have been able to include different levels, speeds and directions in their sequences. Previous units studied have focused on 'stretched, curled and arched shapes; and symmetry and asymmetry.'</li> </ul>
<p><b>Illustration</b></p> 	<p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>To perform a range of balances in isolation and link actions together to compose a short movement sequence both independently and with others.</li> <li>To incorporate apparatus into movement sequences with increased control and fluency.</li> </ul>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>Levels</li> <li>Directions</li> <li>Speed</li> <li>Canon</li> <li>Unison</li> <li>Linking</li> <li>Body tension</li> <li>Balance</li> <li>Centre of gravity</li> <li>Rolling</li> <li>Jumping</li> <li>Travelling</li> <li>Points</li> <li>Patches</li> </ul>
<p><b>Other/Cross Curricular Links with English/Maths</b></p> <ul style="list-style-type: none"> <li>Maths – direction, shape.</li> <li>English – terminology (language)</li> <li>PSHCE – turn taking, working with peers, considering others' feelings when giving feedback.</li> </ul>	<p><b>Adaptation for SEND</b></p> <ul style="list-style-type: none"> <li>Resource cards with ideas to support</li> <li>Simplified moves to copy</li> <li>Less success criteria</li> <li>Adult support</li> <li>Smaller groupings</li> <li>Selected learning partners</li> </ul>	