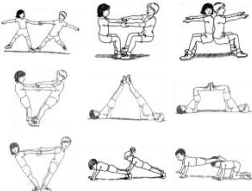




ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Gymnastics – Unit A – Counter-Balance and Counter-Tension **YEAR GROUP:** 6

TERM: Autumn 2

<p>Vocabulary</p> <ul style="list-style-type: none"> Counter-balance Counter-tension Compose Sequence Levels Speed Direction Balance Jump Shapes Coordination Control Fluently 	<p>Skills</p> <ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances. Show clear body tension to perform counter-balance and counter-tension shapes with a partner. Confidently show counter-balance and counter-tension balances while incorporating more complex equipment into sequences. 	<p>What we already know</p> <ul style="list-style-type: none"> 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. In lower KS2, 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. They now have more awareness of their centre of gravity and has used this knowledge to perform different balances. They have begun to use equipment in their sequences. Previous units studied have focused on 'stretched, curled and arched shapes; symmetry and asymmetry; and balance.' In year 5, children have practised flight on and off of the floor and a range of apparatus with increasing precision and fluency. They have thought about transitions between movements and created longer more complex sequences.
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> To perform counter-balance and counter-tension shapes with a partner both on and off of equipment. Create more complex sequences which incorporate all of the above skills with precision and control. To perform sequences which incorporate more complex equipment. 	<p>Concepts</p> <ul style="list-style-type: none"> Counter-balance Counter-tension Body tension 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 	