



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: Gymnastics – Unit U – Flight

YEAR GROUP: 5

TERM: Autumn 2

<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> • Flight • Compose • Sequence • Levels • Speed • Direction • Balance • Jump • Shapes • Coordination • Control • Fluently • Flexibility • Centre of gravity • Strength 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Select ideas to compose specific sequences of movements, shapes and balances. • Adapt their sequences to fit new criteria or suggestions. • Perform jumps, shapes and balances fluently and with control. • Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. • Confidently use equipment to vault in a variety of ways. • Apply skills and techniques consistently. • Develop strength, technique and flexibility throughout performances. • Combine equipment with movement to create sequences. • Perform flight movements with precision and fluency. • Demonstrate contrasting body shapes with a partner in a controlled manner (e.g. tucked jump and stretched roll). 	<p style="text-align: center;">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.’
<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • To perform shapes which include flight and link movements to create sequences showing greater control and accuracy. • To incorporate flight onto and off of apparatus and use these in movement sequences. 		<p>Concepts</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Flight <li style="width: 50%;">• Unison <li style="width: 50%;">• Body tension <li style="width: 50%;">• Linking <li style="width: 50%;">• Levels <li style="width: 50%;">• Balance <li style="width: 50%;">• Directions <li style="width: 50%;">• Rolling <li style="width: 50%;">• Speed <li style="width: 50%;">• Jumping <li style="width: 50%;">• Canon <li style="width: 50%;">• Travelling
<p>Other/Cross Curricular Links with English/Maths</p> <ul style="list-style-type: none"> • Maths – direction, shape. • 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 	