



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"> • Flexibility • Centre of gravity • Strength • Technique • Travel • Contrast • Link • Roll • Spin • Analyse • Precision 	<p>What we already know</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>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