

# Foundation Subject Medium Term Planning

<b>Subject:</b> PE	<b>Theme:</b> Gymnastics	<b>Year Group:</b> REC	<b>Term:</b> Autumn 1
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<b>Vocabulary &amp; Glossary:</b>		<b>End of Unit Milestones:</b>
jump	To push off the ground and land again safely.	
sequence	Movements that follow on.	
direction	The way you are traveling or looking.	
balance	Being still and steady.	
travel	Move from one place to another.	<ul style="list-style-type: none"> <li>• I can copy and create shapes.</li> <li>• I can complete a straight jump, frog jump and bunny hop.</li> <li>• I can balance.</li> <li>• I can travel, balance and jump using apparatus.</li> <li>• I can make a simple sequence.</li> </ul>

<b>Prior Learning: EYFS Development Matters 3 and 4 year olds</b>	<b>Future Learning: Year 1 Gym</b>
<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<ul style="list-style-type: none"> <li>• I can perform a tuck, pike and straddle shape.</li> <li>• I know how to perform a straight shape, star shape, side arabesque and standing star rock.</li> <li>• I know how to perform a front support and a back support</li> <li>• I know how to perform bunny hops.</li> <li>• I know how to perform a bent and straight leg dish and arc.</li> <li>• I can perform a travel, turn and twist sequence.</li> <li>• I can link my shapes together in a sequence.</li> </ul>

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Week One		
<p><b>Objective</b> I can perform different shapes changing my body in large and small movements.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can copy a shape.</li> <li>I can create shapes at different levels.</li> <li>I can confidently make a shape at different levels.</li> </ul>	
<p><b>Learning And Teaching</b></p>		<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p><b><u>KMRM</u></b> – why do we warm up?</p> <p><b><u>Warm up</u></b> Tall, small, long and wide movement.</p> <p><b><u>Main</u></b> Chn in mixed ability groups to make their bodies into maths shapes displayed on the white board. Challenge chn to create them shapes with a partner on different apparatus. Bench, block, beam, plank.</p> <p><b><u>Show and evaluate</u></b> Ask children to show their different skills and other children copy.</p>		<p><b>Pupils needing extra support:</b> Teacher to hold or support them.</p> <p><b>Pupils working at greater depth:</b> Move as the shape.</p>
Week Two		
<p><b>Objective</b> I can be safe using and sharing different equipment whilst exploring jumps.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can jump and land safely</li> <li>I can jump from a height</li> <li>I can jump from a height with confidence</li> </ul>	
<p><b>Learning And Teaching</b></p>		<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>

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<p><b><u>KMRM</u></b> – Ask children to demonstrate 3 given skills from previous week.</p> <p><b><u>Warm up</u></b> Leap frog safely from mat to mat.</p> <p><b><u>Main</u></b> All chn to learn from teacher how to land and take off safely. Practise with straight jump and frog jump – stretch, ski, jack in a box, sit on the toilet and stretch. Bench - Chn to climb on jump off, Chal – climb on, turn and jump off. Chn – bunny hop on and jump off. Small Block- Chn to climb on and climb off. Chal – climb on and jump off, Chal– do a shape in the air. Floor – chn to create different jumps from shapes they may know. Animal jumps, play with dif jumps and create fun sequences.</p> <p><b><u>Show and go</u></b> Ask children to show their different skills and other children copy.</p>	<p><b>Pupils needing extra support:</b> Reduce height and step.</p> <p><b>Pupils working at greater depth:</b> Increase height and add a skill.</p>
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<b>Week Three</b>
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<p><b>Objective</b> I can show balance and work well with my partner.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● I know how to balance</li> <li>● I can balance at a height</li> <li>● I can balance as part of a group confidently</li> </ul>
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<p><b>Learning And Teaching</b></p>	<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
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<p><b><u>KMRM</u></b> –Quiz – what does the vocabulary on the knowledge organiser mean?</p> <p><b><u>Warm up</u></b> Statue – Lay out objects and when teacher shouts stop must run to an object and perform statue. Hula Hoop - Bridge statue over the hoop with a partner. Spot - Lazy statue on bottom, tummy or back lines - Standing statue on 1 or 2 feet.</p> <p><b><u>Main</u></b> Different equipment set up for children to explore in groups. Children hold shapes at different level. Add jumping from balance. Encourage children to balance out of their comfort zones.</p>	<p><b>Pupils needing extra support:</b> Lower the height</p> <p><b>Pupils working at greater depth:</b> Increase height and demonstrate to others.</p>
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<p><b>Show and go</b> Ask children to show their different skills and other children copy.</p>		
<p><b>Week Four</b></p>		
<p><b>Objective</b> I can safely travel around equipment using position words and creativity.</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• To be able to follow a group and travel at a height</li> <li>• To be able to independently travel at a height</li> <li>• To be able to independently travel at a height using confidence.</li> </ul>	
<p><b>Learning And Teaching</b></p>		<p><b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p>
<p><b>KMRM</b> – Demonstrate sequence from previous week. <b>Warm up</b> Bean game around equipment without touching anything or the mats. Vocab - Creativity, safe, equipment, share, follow.</p> <p><b>Main</b> 6 different areas to use - Bench, high frame with plank, low foam width 2 thin beam, obstacle area, medium frame with ladder on and off and low frame to low frame with blue beam. Whilst waiting, children follow different equipment laid out on the floor to complete an obstacle course. Example - foot = hop, line = jump hand = crawl and spot = spin</p> <p>Bench - travel across wide side in different ways. High frame - travel up plank and travel down other side. Low frame - jump or climb on block travel along beam jump of the end. Medium frame - use ladder to climb up, step down onto red bench, travel across, jump off and crawl under high frame. High frame to low frame - travel up ladder down to smaller block and jump off. Blue frame - Travel, explore, hang and climb on frame.</p> <p>Chal – can you and a partner work together to create a balance and travel together.</p> <p><b>Show and go</b> Ask children to show their different skills and other children copy.</p>		<p><b>Pupils needing extra support:</b> Lay out markers for children to reach.</p> <p><b>Pupils working at greater depth:</b> Encourage not to use hands.</p>

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<b>Week Five</b>		
<b>Objective</b> I can safely move around equipment using position words and creativity to create different shapes and balances.	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• To be able to travel at a height independently</li> <li>• To be able to add a skill with travelling</li> <li>• To be able to confidently travel and balance with a jump.</li> </ul>	
<b>Learning And Teaching</b>		<b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>
<p><b><u>KMRM</u></b> – Give children the glossary meaning – what is the vocabulary?</p> <p><b><u>Warm up</u></b> Move and freeze.</p> <p><b><u>Main</u></b> Further develop the sequence from the lesson above. Progress to children stopping in the middle of the equipment to carry out a shape or balance. Challenge to go with a partner.</p> <p><b><u>Show and go</u></b> Ask children to show their different skills and other children copy.</p>		<p><b>Pupils needing extra support:</b> Lay out markers and visuals for the children to copy.</p> <p><b>Pupils working at greater depth:</b> Encourage strong balance.</p>
<b>Week Six</b>		
<b>Objective</b> I can link 2 or more elements together using control	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• I can show different elements</li> <li>• I can link elements with support</li> <li>• I can link elements independently using control</li> </ul>	
<b>Learning And Teaching</b>		<b>Outcomes</b> <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i>

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**KMRM** – Demonstrate a sequence/routine from previous week.

**Warm up**

Bean game.

**Main**

Bench

High frame

Low frame

Medium frame

Ladder

Red bench

Plank

Blue frame

Encourage children to use all equipment and link skills within.

**Show and go**

Ask children to show their different skills and other children copy.

Evidence of ARE and GD in a video and uploaded to Google drive.

**Pupils needing extra support:**

Partner with a GD child and teacher give more input with modelling.

**Pupils working at greater depth:**

Show ideas to WT.