ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: PE UNIT: A Savage encounter TERM: Spring 1 YEAR GROUP: 5

THE BIG QUESTION	
How can we use gymnastics movements to solve movement challenges?	
END OF UNIT OUTCOME	Pupils will **design and perform a problem-solving gymnastics routine** on apparatus that shows control, creativity and teamwork.
OBJECTIVES	• develop **balance, coordination, strength and flexibility** • explore **different ways of moving across, over and around equipment** • work **collaboratively** to solve movement challenges • improve performance through **practice and feedback**
CONCEPT: Conflict	Gymnastics can involve **physical challenge and problem-solving**, where pupils must overcome difficulty, manage mistakes, and work through disagreements when creating sequences together.
LESSON 1 QUESTION	What different ways can our bodies move?
KEY KNOWLEDGE	• Gymnastics uses **shapes, balances, travel and jumps** Movements can be: • big or small • fast or slow • high or low Safe gymnastics needs: • warm-up • space awareness • control

RICH TASK	Introduce The Big Question – what do they already know?
	
	• Teacher calls a movement challenge:
	  ○ "Move without using your feet"
	  ○ "Move as low as possible"
	  ○ "Move using long shapes"
	• Pupils explore freely in space
	
	Equipment Discovery
	
	• Children rotate around apparatus stations
	• At each station pupils must:
	  1. Find **two different ways** to move safely
	  2. Choose **one movement** to remember
	  3. Describe it using vocabulary (e.g. *low travel, wide shape*)

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<table>
<tr><td></td><td colspan="3">Mini-Challenge: Link It

• Pupils link two movements together
• Must include:
  ○ a clear start position
  ○ a clear finish position
• Encourage smooth transitions

Challenge prompt:
Can you change level or direction between the movements?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Use task cards with diagrams of movements.

Challenge: Add a change of level, direction, and pace within the sequence</td></tr>
<tr><td>KEY VOCABULARY</td><td>Movement, shape, level, control, space</td><td>RESOURCES</td><td>Wall bars
Gymnastics horse
Gym mats
benches</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How can we make strong shapes and balances?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">A shape shows body tension

A balance means holding still

Balances can be:

• wide or narrow
• high or low

Working with a partner needs:

• communication
• trust</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval: Freeze It!

• Teacher calls “freeze”
• Pupils hold a balance until told to move

Teacher questions:

• Is your shape symmetrical or asymmetrical?
• Which body parts are supporting you?

Balance Builders</td></tr>
</table>

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<table>
<tr><td></td><td colspan="3">Solo

• Pupils choose their strongest balance
• Focus on:
  ○ body tension
  ○ stillness
  ○ clear shape

Partner

• Create a joined balance using:
  ○ back-to-back
  ○ side-by-side
• Explore:
  ○ matching balances
  ○ mirroring balances

Group Challenge: Balance Chain

• In groups of 3:
  ○ Create 3 connected balances
  ○ Decide:
  ▪ Which are symmetrical?
  ▪ Which are asymmetrical?
• Must include:
  ○ clear start
  ○ clear finish

Challenge prompt:
Can you move smoothly between balances without stopping?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: model balances

Challenge: hold balances for 5 seconds</td></tr>
<tr><td>KEY VOCABULARY</td><td>Balance, shape, tension, freeze, hold</td><td>RESOURCES</td><td>Mats, laminated task cards, visual balance posters</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">How can we move from one place to another in interesting ways?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Travelling includes:

• rolling
• crawling
• stepping

Movements can change:</td></tr>
</table>

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<table>
<tr><td></td><td colspan="3">

- direction
- speed

Safe travelling needs:

- awareness
- control

</td></tr>
<tr><td>RICH TASK</td><td colspan="3">

Retrieval: Follow the Leader

- In pairs:
  - Partner A travels
  - Partner B copies
- Switch roles
- Introduce **canon**:
  - Partner B starts the movement **2 seconds later**

Travel Pathways

Set up clear stations:

- **Mats:** rolls and low travel
- **Benches:** stepping, crawling
- **Floor:** animal-style movements

At each station pupils must:

- Change **speed**
- Change **direction**

Route Challenge

- Pupils design a route across the hall using:
  - **3 different types of travel**
- Add:
  - a pause
  - a balance at the end

Challenge prompt:
Can your group travel in canon or synchronisation?

</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">

Support: adult-guided stations

Challenge: change speed during travel

</td></tr>
<tr><td>KEY VOCABULARY</td><td>Travel, pathway, direction, speed</td><td>RESOURCES</td><td>Wall bars
Gymnastics horse</td></tr>
</table>

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			Gym mats benches
LESSON 4 QUESTION	How can jumps make our routines more exciting?		
KEY KNOWLEDGE	**Jump** Know the different **apparatus** that can be used (mats, benches, agility tables and the wall bars). Know what an agility stall is. Know how to set up an agility stall. Know that a **rotational jump** is when you take off from the ground with two feet, rotate 360 degrees in the air and land with two feet. Know how to land rotational jumps with control. Know that you can create symmetrical and asymmetrical balances in the air as you jump off an agility stall.		

RICH TASK	Retrieval: Equipment Match-Up
	
	• Pupils match movements to apparatus
	• Discuss:
	  ○ *Why is this apparatus best for this jump?*
	
	Jump Stations
	
	• Stations using:
	  ○ mats
	  ○ benches
	  ○ agility stall
	• Focus on:
	  ○ safe take-off
	  ○ controlled landing
	  ○ shaped jumps
	
	Themed Jump Challenge
	
	Each group is given a focus:
	
	1. **Synchronisation & Canon**
	  ○ Jump together
	  ○ Jump one after another
	2. **Symmetry & Asymmetry**
	  ○ Same shapes in the air
	  ○ Different shapes in the air
	3. **Rhythm**
	  ○ Jump in time with a count or beat
	4. **Rotation**
	  ○ Half turns or twists
	
	Groups must explain **which vocabulary applies to their jump**.		

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SUPPORT AND CHALLENGE	• Support: Practice shapes on the floor first. • Challenge: Add a twist or pose mid-air before landing.		
KEY VOCABULARY	Agility, rotation, jump, control, landing, shape	**RESOURCES**	Wall bars Gymnastics horse Gym mats benches
LESSON 5 QUESTION	How can we turn our ideas into a routine?		
KEY KNOWLEDGE	• Know how to link balances, travel, and jumps into one continuous sequence. • Know how to work with a group to match/mirror, contrast, and time movements to music. • Know how to position and use apparatus effectively. • Know how to refine and rehearse a performance.		

RICH TASK	Retrieval: What's Missing?
	• Pupils identify missing elements
	• Use correct terms: **travel, jump, balance**
	
	Group Composition
	
	Groups of 3 create a routine using:
	• 1 balance
	• 1 jump
	• 1 travel
	
	They must decide:
	• Will movements be **matched or mirrored**?
	• Will they move in **unison or canon**?
	
	Rehearsal Focus
	• Practise with music
	• Refine:
	  ○ timing
	  ○ spacing
	  ○ transitions
	
	Challenge prompt:
	Can you add contrast (fast/slow or high/low)?		

SUPPORT AND CHALLENGE	• Support: Use a scaffolded planning sheet. • Challenge: Introduce canon or unison in group work.		

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KEY VOCABULARY	Canon, unison, contrast, formation, timing, flow	**RESOURCES**	Music player, apparatus, planning templates, clipboards
LESSON 6 QUESTION	How can we improve and perform our routine?		
KEY KNOWLEDGE	• Know how to self- and peer-assess using success criteria. • Know how to perform confidently to an audience. • Know how to reflect on performance and identify strengths and improvements. • Understand how gymnastics can promote long-term fitness and confidence (Legacy link).		

END OF UNIT OUTCOME	Retrieval: KO Quiz
	
	• Vocabulary focus:
	  ○ symmetry
	  ○ canon
	  ○ balance
	  ○ travel
	
	Final Performances
	
	• Half class performs
	• Half class observes using success criteria:
	  ○ clear start and finish
	  ○ teamwork
	  ○ control
	  ○ use of vocabulary
	
	Peer Feedback
	
	• One positive linked to vocabulary
	• One improvement suggestion
	
	Reflection Discussion
	
	• *What movement challenge did your group face?*
	• *How did you solve it together?*
	• *How did using words like canon or symmetry help your planning?*		

SUPPORT AND CHALLENGE	• Support: Provide roles in group for less confident children (e.g. timing coach, safety checker). • Challenge: Introduce a story or emotion to express through movement.		
KEY VOCABULARY	Expression, evaluation, performance, legacy, feedback	**RESOURCES**	Music system, peer feedback sheets, KO quiz, video

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			camera/tablet for recording (if appropriate)