

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year B– Gymnastics

Key Concept- Concepts: Joy of movement, personal challenge, building resilience, Critical thinking, and action.

POS aims from NC:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis), and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance (for example, through athletics and gymnastics)
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

compare their performances with previous ones and demonstrate improvement to achieve their personal be.

Prior Learning (what pupils already know and can do)

- Pupils know how to set up and safely put away the equipment.
- Pupils know how to balance in different ways.
- Pupils know how to complete different leaps and jumps.
- Pupils know how to complete different rolls dish, pencil, forward etc.
- Pupils know how to put together a sequence of gymnastics rolls, leaps and balances.

Long-term Learning (what pupils MUST know and remember) End Goals

Gymnastics- Locomotion, Balancing, Matching and Mirroring, Twisting, Rocking and Rolling, apparatus work.

- To know how to balance using several points of contact, and explore counterbalance and counter tension at different levels and in different directions (on and off apparatus)
- To develop a sequence including travelling, jumping, balancing and use of levels (on and off apparatus)
- To know how to develop a short sequence on mats and apparatus using different twisting, turning, and spinning movements
- To know how to demonstrate rocking, rolling, and wheeling and know how to roll forwards, backwards and sideways

Key Vocabulary

locomotion, counterbalance, counter tension, travelling, jumping, levels, contact, direction, changes of speed, twisting, sequence, rocking, sideways, backwards, forward, rolling, wheeling.

Session 1 – To know and understand what locomotion is and to be able to apply skills of locomotion into a routine.

- To know how to explore travelling using the floor, benches and using different body parts.
- To know use changes of direction, changes of speed and changed of levels.
- To know how to run, jump use of different body shapes in the air, land, and repeat.
- To know which body parts you can travel on – hands, feet, cartwheel etc.
- To know how to develop a travelling sequence using floor mats and benches to include change of level, shape, speed, and direction.
- To know how to analyse a member of the class identifying strengths and areas to improve.

Healthy Participation – Know that regular exercise is good for their health and should be part of their daily life.

Vocabulary – Agility, balance, control, coordination, teamwork, locomotion, counterbalance, counter tension, travelling, jumping, levels, contact, body parts, hands, feet, direction, changes of speed, twisting, sequence, rocking, sideways, backwards, forward, rolling, wheeling.

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Session 2 – To be able to apply balancing skills in a routine developing the complexity of the balancing.

- To know what a balance is and how to balance on different body parts.
- To know how to balance using several points of contact and reduce the number.
- To know how to work effectively in pairs to explore ideas.
- To know how to use counterbalance and counter tension.
- To know how to use the use of levels while balancing.
- To develop a sequence including travelling, jumping, balancing and use of levels within the sequence.
- To know how to analyse a member of the class to identify strengths and areas to improve in their performance.

Healthy Participation – Know how to warm up and cool down safely.

Vocabulary – Agility, balance, control, coordination, teamwork, locomotion, counterbalance, counter tension, travelling, jumping, levels, contact, body parts, hands, feet, direction, changes of speed, twisting, sequence, rocking, sideways, backwards, forward, rolling, wheeling.

Session 3 – To be able to develop balancing skills and techniques using matching and mirroring. To be able to apply skills into a routine focusing on the quality, tension and control.

- To know how to balance using counter tension.
- To know use counterbalance and counter tension with a partner.
- To know how to safely hold wrist to wrist – slowly extend to point of balance.
- To know how to explore counterbalance and counter tension at different levels and in different directions.
- To know how to develop these balances for example, number of points of contact with the floor, level of apparatus we could work on.
- To know how to develop a short sequence using counterbalance and counter tension. You must include a clear starting position and a clear ending position. All balances must be held for 3 seconds.

Healthy Participation – Explain how the activities affect their bodies and the positive effects they have on their health and well-being.

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Session 4 – To develop partner sequence including use of twisting to link the routine.

- To practice how to twist, turn and spin.
- To know how to develop a short sequence on mats and benches using different twisting, turning, and spinning movements which have been developed.
- To know what sort of twisting movements can be performed and how to develop these twisting movements into a sequence.
- To know how to let the twist continue into a turn and hold another twist.

Healthy Participation – Explain how different activities will affect their bodies and the positive effects physical activity can have on their physical and mental well-being.

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Session 5 – **To be able to develop rocking and rolling skills. To link rocking and rolling movements together to create a sequence.**

- To know how to demonstrate rocking, rolling, and wheeling.
- To know how rolling forwards, sideways and backwards.
- To know how to develop concept of stretching and curling.
- To know how the best ways to perform rocking movements.

Healthy Participation – Highlight the benefits of gymnastics-based movements to flexibility and general suppleness.

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Session 6 – **To be able to develop the use of levels on the apparatus with confidence.**

Pupils will be able to apply all skills learnt within the unit appropriately in their routine.

- To know how to apply turning, twisting, rocking, rolling, wheeling, balancing, and travelling on the apparatus.
- To introduce small apparatus and explore the above making small frames of work.
- To explore a variety of movements e.g., hang and twist, jump and turn.
- To know how to use different levels whilst on the apparatus.
- To know how to analyse a member of the class to say what was good about their performance and how it could be improved.

Healthy Participation – Discuss and understand the importance of heart rate and learn some muscle group names.

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Future learning this content supports:

This unit will support future subjects in UKS2. Pupils will develop the ability to share equipment and work effectively with others. Pupils will develop and refine skills and compositional ideas based on decisions about movements, gestures, and timing.

Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions, and healthy lifestyle consequences), Math's (measuring distances, collating data & comparing recordings against other bests).