

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year A– 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 maintain their balance.
- Pupils know how to move with flight and synchronicity.
- Pupils know how to create simple traveling, hopping sequences.
- Pupils know how to roll in different ways.

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

Gymnastics- Balances, rolling, jumping, sequences, tension, control.

- To know how to perform and receive peer feedback.
- To know how to develop an individual sequence which includes jumping, twisting, turning, rolling, and travelling.
- To know how to use their creativity to add movement skills to their ribbon skills e.g., travelling, balancing, rolls etc.
- To know how to create sequences using a ribbon allowing pupils to become independent learners – add a rhythmic section to a sequence.

Key Vocabulary

symmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, high, low, extension, tension, control.

Session 1 – To be able to demonstrate both symmetrical and asymmetrical balances. To be able to explain the difference between symmetrical and asymmetrical balances.

- To know how to safely set up and put away the equipment.
- To explore different methods of travelling.
- To be able to show innovative ways of travelling to the class and gain feedback.
- To be able to develop a travelling sequence which includes a start position and an end position.
- To know how to link three different travelling actions together and to progress increase number for higher abilities.

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

Vocabulary – Agility, balance, control, coordination, teamwork, symmetrical, asymmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, high, low, extension, tension, control.

Session 2 – To be able to describe different methods of rolling. To be able to demonstrate different methods of rolling.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- To explore different methods of rolling individually.
- To demonstrate innovative ways of rolling and to perform to the class gaining feedback from peers.
- To know how to develop an individual sequence which includes rolling and travelling from the previous week.
- To know how to perform and receive peer feedback.

Healthy Participation – To discuss the benefits of having regular drink breaks during PE can help to replace the fluids you lose when you sweat and can help to maintain normal body functions and performance levels.

Vocabulary – Agility, balance, control, coordination, teamwork, symmetrical, asymmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, high, low, extension, tension, control.

Session 3 – To be able to describe different methods of jumping, twisting, and turning. To be able to demonstrate different methods of jumping, twisting, and turning.

- To know how to explore different methods of jumping individually.
- To know how to demonstrate and show innovative ways of jumping to the class and gain feedback.
- To know how to explore methods of turning and twisting then use them as a linking movement to link two jumps together.
- To know how to develop an individual sequence which includes jumping, twisting, turning, rolling, and travelling from the previous weeks.
- To be able work with another pupil and watch each other's sequences providing constructive feedback.

Healthy Participation – To discuss the benefits of warming up before PE (raising body temperature and increasing blood flow to muscles) and the effects that a good warm up can have on gymnastics performance.

Vocabulary – Agility, balance, control, coordination, teamwork, symmetrical, asymmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, high, low, extension, tension, control.

Session 4 – To be able to explain the difference between a point balance and a patch balance. To be able to demonstrate both ways of balancing.

- To know how to use balance cards to experiment with different balances and to understand what makes a good balance.
- To know how to use class iPad to take photos of pupil's balances and allow them to self-assess in small groups their strengths and areas to improve.
- To know how to take control of their own learning by following task cards.
- To know how to create a balance sequence.

Healthy Participation – Suggest any gymnastics clubs in the local area and promote community links.

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• Session 5 – To be able to explain what is involved in rhythmic gymnastics. To be able to explore rhythmic skills and perform a rhythmic skills in a sequence.

- To know how to use different skills, swings, spirals, circles, figure of 8 and snakes.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

- To know how to use their creativity to add movement skills to their ribbon skills e.g., travelling, balancing, rolls etc.
- To know how to create sequences using a ribbon allowing pupils to become independent learners – add a rhythmic section to a sequence.
- To perform rhythmic gymnastics sequence in small groups and to be able to provide constructive feedback.

Healthy Participation – Identify how and where they can get involved in gymnastics.

Vocabulary – Agility, balance, control, coordination, teamwork, symmetrical, asymmetrical, travel, actions, jumping, twisting, turning, rolling, swings, spirals, circles, figure of 8, snakes, sequence, position, high, low, extension, tension, control.

Session 6 – To be able to explain the terms extension, tension and control in a gymnastics context. To be able to demonstrate extension, tension, and control in final performance. To be able to evaluate another pupil's performance giving constructive feedback.

- To know how to improve their sequence from previous weeks focussing on extension, tension, and control.
- To know how to work effectively in pairs and perform sequences giving each other peer feedback.
- To know how to work on and improve their sequences concentrating on the feedback given.

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).