

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject:** KS1 Year A– Gymnastics

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

#### **POS aims from NC:**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

#### **Prior Learning (what pupils already know and can do)**

- Pupils will know how to work safely with in a space.
- Pupils will know how to travel with confidence and skill under, over and through objects.
- Pupils will know how to share apparatus and put away gymnastics' equipment safely.
- Pupils will know how to balance, Roll, and jump landing safely off an object.

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

**Gymnastics - Low to high, Apparatus, Balance, Pathways, bouncing- jumping -landing, Jumping from a height.**

- To know how to travel in different ways, find space and to be able to combine traveling actions together around apparatus
- To know how to work with a partner to link actions together in a sequence with a start, middle and end, using a turn or jump to form a sequence and holding start and ending positions.
- To explore ways of using low level apparatus safely to perform a balance, bounce or jump
- To know how to roll in different ways
- To perform a sequence in a final performance and perform it to the class and be open to give and receive feedback.

#### **Gymnast**

Beth Tweddle- [https://youtu.be/3\\_VUnVXib-o?si=fpTOy09R2FUJGK-d](https://youtu.be/3_VUnVXib-o?si=fpTOy09R2FUJGK-d)

#### **Key Vocabulary**

Travel, sequence, balance, High, Low, direction

**Session 1 – To explore different ways of travelling from low to high. To combine travelling movements together to create a short sequence. To describe and copy simple ways of travelling. To be able to replicate different ways of travelling and to be aware of others in the space.**

- To know how to travel in different ways from low to high and to be able to combine traveling actions together.
- To know how to move around the space on tip toes, skipping and hopping.
- To be able to travel around the space on hands and feet e.g. bunny hop, crab etc.
- To know how to link actions together in a sequence using a turn or jump to form a sequence.
- To know how to put a short sequence together with a start, middle and end. Holding start and ending positions.
- To know how to move faster or slower when travelling in certain ways.

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

Vocabulary – Actions, space, travel, sequence, fast, slow, link.

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**Session 2 – To be able to travel smoothly from a high to a low movement when on apparatus. To be able to combine travelling and balancing actions fluently on apparatus.**

- To explore different ways of travelling over, under, through and around apparatus changing levels.
- To know how to explore high balances on apparatus or in contact with it.
- To practice using a different number of body parts in contact with the floor / apparatus when performing high and low balances.
- To know how to move smoothly from high balance to a low to a high and using actions to link these movements.
- To know how to choose travelling and balancing actions to form a sequence that includes high and low levels.
- To know how to work well with other pupils to form a fluent sequence on the apparatus.

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

Vocabulary – High, Low, travel, balance, levels, over, under.

Pre-Teach -Work on creating shapes discuss what is a high and low shape. Get the pupils to demonstrate some examples of high shapes (star, straight stand, pencil) and low shapes (dish, straddle, arch).

**Session 3 – To be able to balance and travel using a combination of body parts that are far away and close together. To be able to practice matching a partner's balance. To combine actions to make a sequence that can be performed alone and leading/ following a partner.**

- To know how to take weight on a series of different body parts – hands, feet, forearms, feet, forelegs, side, seat.
- To know how to stretch body parts as far apart as possible or far away from body part used to balance – 2 hands, 2 feet showing tension.
- To know how to choose x 5 balance's and with a partner match each other's balance's.
- To know how to explore different ways to travel on hands or feet. With a partner practise matching each other's ways of travelling.
- To know how to link balancing high, traveling and balancing low to form a sequence.
- To know the importance of tension and extension when balancing.

Healthy Participation – Identify how and where they can get involved in gymnastics. Warrington and Penketh gymnastic clubs.

Vocabulary – Body Parts, balance, travel, sequence, tension, extension.

Pre-Teach- Recap using different body parts to create balances. Roll a dice and pupils must try to balance by only touching the mat using the number rolled on the dice.

**Session 4 – To be able to travel in various pathways including straight, zigzag, curved. To be able to combine ways of travelling with the use of different pathways. To be able to respond to instructions when working alone and with a partner.**

- To know how to run in a straight line, change direction and look for another space.
- To explore different ways of travelling, sideways, backwards and using different parts of the body.
- To know how to travel along three different pathways link using different body parts to make a sequence/ pattern.
- To know how to perform a sequence in a final performance and perform it to the class.

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

Vocabulary – Direction, space, pathways, travel, sequence, pattern.

Pre- Teach- Recap how we use tension and extension while balancing. Create 3 balances with a partner.

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Session 5 – **To be able to travel in straight, zigzag and curved pathways alone and with a partner. To be able to link movements as a pair to form a sequence using apparatus.**

- To know how to travel using different pathways over, under, through and using apparatus.
- To know how to use body to slide on front along bench, rotate 45 degrees, forward roll onto a mat then log roll along a mat.
- To know how to roll in different ways- pencil, dish, forward etc.
- To know how to use different body parts to travel, transferring weight.
- To know how to work with a partner to link movements together to form a “matching sequence”. Decide who will lead and who will follow.
- To perform to other groups and give feedback to each other.

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 – Pathways, roll, movements, sequence, transferring weight, feedback.

Pre- Teach- Discuss different pathways and how we can use them to link movements together in a sequence.

Recap from last lesson zigzag, curved etc.

Session 6 – **To be able to know how to move in flight in synchronisation. To be able to jump and land safely from apparatus at various heights with confidence. To be able to add a shape to a jump from apparatus. To transfer a floor sequence to the apparatus. To be able to explain how muscles work to create tension in the body.**

- To know how to explore ways of using low level apparatus to perform a balance, bounce or jump.
- To know how to safely get onto a box top and jump onto knees, to jump and land two footed.
- To know how to jump safely from higher apparatus with a safe landing.
- To know how to straddle, tuck, pike, pike “V” sit and to know how to rock forwards and backwards in a tuck position to stand up.

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 – Flight, height, balance, straddle, tuck, pike, forwards, backwards.

Pre-Teach- Recap forward rolls and log rolls. Discuss teaching points from previous lesson.

Future learning this content supports:

This unit will support future subjects in KS2. Pupils will develop the ability to share equipment and work effectively in a small space using a variety of different equipment. Pupils will be able to travel with confidence, balance, roll and work safely with others.

**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).