

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

### **Subject:** Phase 1 - 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.

#### **End Points (what pupils MUST know and remember)**

**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.

#### **Key Vocabulary**

Travel, sequence, balance, high, low, direction, space, fast, slow, link, levels, over, under, tension, extension, pattern, pathways, roll, movements, feedback, flight, height, straddle, tuck, pike

#### **Recommended Resources:**

- Benches, mats, box tops, springboards
- Low and medium level apparatus (e.g. vault, trestles)
- Dice or cards for balancing games
- Vocabulary display cards or posters
- Video clips of simple gymnastic balances and rolls
- Music or metronome for rhythm work
- Printed pupil feedback cards
- Visual shape prompts (star, tuck, dish, etc.)

#### **Curriculum Connections:**

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- **Literacy** – Use of imperative verbs (balance, roll, jump, travel).
- **Citizenship/PSHE** – Teamwork, sportsmanship, cooperation and safe behaviour.
- **Science** – Body parts – refer to different parts of the body that are being used throughout conversations.
- **Maths** – Estimating jump distances

### Career Opportunities:

1. Professional Gymnast (e.g. Beth Tweddle – [Link](#))
2. Gymnastics Coach or Club Leader
3. Movement or Physiotherapy Specialist
4. Sports Official or Competition Judge
5. PE Teacher or Physical Literacy Instructor
6. Choreographer
7. Sports Photographer

### ☐ **Role Model: Claudia Fragapane**

- Team GB gymnast and Commonwealth Games gold medallist
- Known for expressive routines, powerful tumbling, and resilience
- An inspiring figure for children to see success from hard work, discipline, and creative movement

## Session 1 – Travelling Using Different Body Parts

**LO:** To travel in different ways using different body parts and levels.

### Objectives:

- I can travel in different directions using high and low levels.
- I can move using different parts of my body.
- I can stay in my space and work safely.

### Teaching Content:

- **Warm-up:** *Animal Travels* – Pupils move like animals (e.g. bear, crab, snake) using different body parts.
- **Skill Practice:** Practise travelling in high, low, wide and narrow positions.
- **Game Scenario:** *Direction Dance* – Travel in a space using different levels and directions with teacher-led cues.
- **Plenary:** What body parts did you use today? Which movement felt the most fun?

**Vocabulary:** travel, high, low, levels, space, directions

**Healthy Participation:** To understand why warming up helps prepare the body for safe movement.

## Session 2 – Creating Simple Sequences

**LO:** To link movements and create a short sequence.

### Objectives:

- I can link two movements together.
- I can create a short sequence of travelling movements.
- I can explore ways of moving around, under and over a bench or mat.

### Teaching Content:

- **Warm-up:** *Travel and Freeze* – Pupils travel in different ways and freeze on a shape or level.
- **Skill Practice:** Link two different movements, e.g. crawl and hop. Practise transitions.
- **Game Scenario:** *Bench Trail* – Children move under, around and over benches to form a linked sequence.
- **Plenary:** What made your movements link together smoothly?

**Vocabulary:** sequence, link, travel, under, over, explore

**Healthy Participation:** Understand how linking actions helps improve balance and movement memory.

### Session 3 – Using Apparatus Safely and Creatively

**LO:** To travel around, on and over apparatus.

**Objectives:**

- I can use different apparatus safely.
- I can show different ways of travelling over benches and mats.
- I can explore a range of movements confidently on apparatus.

**Teaching Content:**

- **Warm-up:** *Body Parts Balance* – Children make different shapes using parts of their body on the floor.
- **Skill Practice:** Rotate around 3 stations: under a bench, across a mat, over a low platform.
- **Game Scenario:** *Explore and Travel* – Create simple circuits with pupils exploring their own paths over/under apparatus.
- **Plenary:** How did you stay safe while using the equipment?

**Vocabulary:** apparatus, over, on, under, travel, explore

**Healthy Participation:** To know how to stay safe while moving over and around gym equipment.

### Session 4 – Balancing in Still Shapes

**LO:** To balance on different body parts and hold a still shape.

**Objectives:**

- I can make a balance using different body parts.
- I can hold a still shape for 3 seconds.
- I can show a balance on the floor and on apparatus.

**Teaching Content:**

- **Warm-up:** *Balance Countdown* – Pupils make shapes and hold for 3...2...1.
- **Skill Practice:** Practise balances on different numbers of body parts (e.g. 2, 3, 4-point balances).
- **Game Scenario:** *Balance Trail* – Move around space, freeze in a balance when music or signal stops.
- **Plenary:** What helped you stay still? Which balance was the most challenging?

**Vocabulary:** balance, still, shape, hold, floor, parts

**Healthy Participation:** To understand how core strength and breathing help hold balances longer.

## Session 5 – Creating a Floor and Apparatus Sequence

**LO:** To create and perform a sequence on the floor and apparatus.

### Objectives:

- I can put a travel and a balance together.
- I can use apparatus and floor movements in one sequence.
- I can remember my own sequence and repeat it with control.

### Teaching Content:

- **Warm-up:** *Follow the Leader* – Pupils follow a partner's movement around equipment.
- **Skill Practice:** Create a sequence: travel → balance → travel. Practise and refine.
- **Game Scenario:** *Mini Performances* – Pairs perform their sequence to another group.
- **Plenary:** What helped you remember your sequence? What made your movement flow?

**Vocabulary:** sequence, floor, apparatus, travel, balance, repeat

**Healthy Participation:** To explain how practise helps improve strength, posture, and control

## Session 6 – Performing and Evaluating Sequences

**LO:** To perform a simple sequence and talk about what went well.

### Objectives:

- I can perform a sequence with a clear start and end.
- I can say what I liked about someone else's sequence.
- I can talk about what I did well and what I could improve.

### Teaching Content:

- **Warm-up:** *Shape Snap* – Pupils copy teacher's shapes and hold briefly.
- **Skill Practice:** Rehearse final sequence in pairs or small groups. Discuss start and end positions.
- **Game Scenario:** *Showcase and Feedback* – Each group performs. Others offer two stars and a wish (peer feedback).
- **Plenary:** What did you enjoy? What would you like to improve next time?

**Vocabulary:** perform, start, end, feedback, improve, sequence

**Healthy Participation:** To understand how gymnastics supports flexibility, confidence, and fitness.

Future learning this content supports:

This unit prepares pupils for future gymnastics learning in both Phase 2 and Phase 3 by:

- Building confidence in **balance, travel and control**
- Encouraging safe use of **low and medium-level apparatus**
- Introducing sequencing with a clear **start, middle and end**
- Supporting development of **rolls, jumps and partner work**

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- Reinforcing spatial awareness and **safe collaboration** in movement