

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 2 - 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

Balance, twisting, jumping, sequence, tension, rolling, symmetrical, asymmetrical, point, patch, travel, rhythmic, extension, control, feedback, teamwork

Recommended Resources:

- Mats, benches, low apparatus, and balance cards
- Pads or cameras for self-assessment photos/videos
- Ribbons for rhythmic gymnastics
- Pre-recorded rhythmic gymnastics examples ([YouTube link](#))
- Access to warm-up and flexibility music (optional)

Curriculum Connections:

- **Literacy:** Use of gymnastic vocabulary (balance, roll, twist) in feedback and descriptions
- **Science:** Muscle groups, bodily function, and how exercise affects the body
- **Maths:** Measuring distance of jumps, time of sequences, and comparing improvements

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- **Citizenship/PSHE:** Cooperation, teamwork, constructive criticism, and resilience

Career Opportunities:

1. **Professional Gymnast** (e.g. Max Whitlock – [video](#))
2. **Sports Coach or PE Teacher**
3. **Physiotherapist**
4. **Stunt Performer or Acrobat**
5. **Choreographer**
6. **Recreational Gymnastics Leader**

☐ **Role Model: Ellie Downie**

- Former Team GB gymnast, world-class all-around performer and European Champion
- Known for combining powerful tumbling with artistry
- Advocates for mental health, body positivity, and athlete wellbeing
- A strong female role model in elite sport with a focus on self-care and balance

Session 1 – Balancing and Sequencing

LO: To perform balance positions with control and create a short sequence.

Objectives:

- To perform a balance position on a small or large part of the body
- To maintain control when moving from one position to another
- To create a short sequence that links balance and travel
- To evaluate my performance and suggest ways to improve

Teaching Content:

- **Warm-up:** *Shape Finder* – Pupils move around the space and freeze in different balance shapes on cue (e.g. one foot, three points).
- **Skill Practice:** Practise balances using task cards for point and patch balances, linking two together with a travel.
- **Game Scenario:** *Sequence Stations* – Pupils travel between mats performing their balance sequence.
- **Plenary:** What helped you stay still in balance? How did you link your movements?

Vocabulary: balance, control, travel, sequence, improve

Healthy Participation: To understand how warming up prepares muscles and reduces risk of injury.

Session 2 – Rolling and Travelling with Tension

LO: To perform rolling and travelling actions with tension and control.

Objectives:

- To explore different rolling actions and perform them with control
- To travel using different parts of the body
- To include tension in my body to show strength and control
- To work in pairs to link movements together

Teaching Content:

- **Warm-up:** *Tension Challenge* – Hold plank, dish and arch positions while counting together.
- **Skill Practice:** Practise egg roll, log roll, and dish roll on mats. Link with a short travel (e.g. crawl, crab walk).
- **Game Scenario:** *Rolling Routes* – Design a travel + roll + travel sequence and perform in pairs.
- **Plenary:** Where did you use tension? What made your roll smooth?

Vocabulary: roll, travel, tension, control, pair

Healthy Participation: To understand how strength and flexibility develop through regular practice.

Session 3 – Jumping and Extension

LO: To explore different ways of jumping and land with control and extension.

Objectives:

- To perform different types of jumps with control (e.g. tuck, star, half turn)
- To land softly and maintain balance
- To use arms and legs to show extension and rhythm in jumps
- To link jumps with balances and travel in a sequence

Teaching Content:

- **Warm-up:** *Jump Shapes* – Call out jump names (e.g. tuck, pencil, star) for pupils to try on the spot.
- **Skill Practice:** Practise jumps and soft landings from benches/mats. Add arm movements for rhythm and extension.
- **Game Scenario:** *Jump and Link* – Pupils create a 3-part sequence: balance → jump → travel.
- **Plenary:** Which jump was most challenging? How did you control your landing?

Vocabulary: jump, land, extension, rhythm, balance

Healthy Participation: To learn how to land safely and protect joints and muscles.

Session 4 – Symmetry and Asymmetry

LO: To perform symmetrical and asymmetrical balances in a sequence.

Objectives:

- To know the difference between symmetrical and asymmetrical shapes
- To create a balance using symmetrical or asymmetrical body shapes
- To combine shapes with travelling movements in a sequence
- To work in pairs to mirror and match positions

Teaching Content:

- **Warm-up:** *Mirror and Match* – Pupils work in pairs to copy shapes or create mirrored movements.
- **Skill Practice:** Try making symmetrical and asymmetrical shapes (on floor and on low apparatus).
- **Game Scenario:** *Paired Parade* – Perform paired sequences across the mat showing both types of shape.
- **Plenary:** How do you know your shape is symmetrical? What made the match easier?

Vocabulary: symmetrical, asymmetrical, shape, match, mirror

Healthy Participation: To understand how coordination and balance support safe movement.

Session 5 – Creating a Performance Sequence

LO: To link movements together in a short performance routine.

Objectives:

- To select and refine movements for a short routine
- To show clear transitions between skills (balance, roll, jump)
- To include travel and shapes on the floor or apparatus
- To perform with control, rhythm and clarity

Teaching Content:

- **Warm-up:** *Transition Walk* – Pupils walk between spaces, freezing in 3 different movements (balance, roll, jump).
- **Skill Practice:** Work in small groups to build a routine using 4-5 skills from previous lessons.
- **Game Scenario:** *Routine Practice* – Each group rehearses with a focus on timing, clarity and rhythm.
- **Plenary:** What made your transitions smooth? What could you improve next time?

Vocabulary: sequence, transition, clarity, rhythm, performance

Healthy Participation: To reflect on how gymnastics supports core strength and focus across sports.

Session 6 – Performing and Giving Feedback

LO: To perform a gymnastics sequence and give and receive feedback.

Objectives:

- To perform a clear and fluent sequence using taught skills
- To evaluate a partner's performance using key vocabulary
- To improve a sequence using feedback
- To work as a group to support each other's success

Teaching Content:

- **Warm-up:** *Performance Poses* – Pupils strike strong start and end poses using previous vocabulary (e.g. tuck, dish, star).
- **Skill Practice:** Final group practice with partner or peer observer giving feedback using “Two Stars and a Wish”.
- **Game Scenario:** *Showcase Carousel* – Groups perform to others and rotate. Observe and evaluate.
- **Plenary:** What feedback helped most? How did you support your partner or group?

Vocabulary: perform, evaluate, feedback, improve, support

Healthy Participation: To understand how evaluation builds confidence and improves motivation and fitness.

Future learning this content supports:

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This unit builds the foundations for Phase 3 gymnastics and performance work by:

- Deepening control in balance, rolling, and jumping sequences
- Introducing **symmetry, asymmetry, rhythmic movement** and **peer feedback**
- Allowing independence through **task cards and sequence creation**
- Developing compositional understanding for combining skills with tension and control
- Preparing pupils to create and refine a **performance routine**