

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Phase 3 - 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 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, direction, speed, levels, travel, shape,
Counterbalance, counter tension, twist, turn, spin, sequence,
Teamwork, performance, rocking, rolling, wheeling, balance

Recommended Resources:

- ✔ Mats, benches, springboards, trestles
- ✔ Apparatus for balance, twisting, turning, and levels
- ✔ Gymnastics cards for locomotion, twisting, and partner shapes
- ✔ Stopwatches or timers
- ✔ Floor shapes and target markers

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- ✓ Feedback forms or peer assessment cards
- ✓ Vocabulary cards and diagrams for partner work (mirroring, matching, twisting)
- ✓ Access to video clips (e.g. Simone Biles – [video link](#))

Curriculum Connections:

- **Literacy:** Gymnastics vocabulary, movement descriptions
- **Science:** Muscle groups, circulation, how movement affects the body
- **Maths:** Measuring distance, tracking progress, timing sequences, symmetry and asymmetry
- **Citizenship/PSHE:** Sportsmanship, collaboration, respect for others

Career Opportunities:

1. **Professional Gymnast**
2. **Sports Physiotherapist**
3. **PE Teacher / Gymnastics Coach**
4. **Stunt Performer / Acrobat**
5. **Choreographer (e.g. Cirque du Soleil)**
6. **Olympic Judge or Official**
7. **Sports Journalist / Gymnastics Reporter**

☐ **Role Model: Louis Smith MBE**

- Former British Olympic gymnast and pommel horse specialist
- Known for expressive performance and control
- Advocates for resilience, self-belief, and artistic excellence in gymnastics
- Inspires creative routine building and attention to technical detail

Session 1 – Twisting and Turning

LO: To create and perform movements that include twisting and turning.

Objectives:

- I can explore different ways of twisting and turning.
- I can use different parts of my body to twist and turn.
- I can link twisting and turning actions with balance and travel.
- I can explain how twisting and turning movements affect my body.

Teaching Content:

- **Warm-up:** *Twist and Freeze* – Pupils move through space and freeze in twisted body positions on command.
- **Skill Practice:** Practise twisting while travelling (e.g. turns in the air, body rolls) and link them with controlled balances.
- **Game Scenario:** *Twist Sequence Challenge* – Create a short routine: travel → twist → balance → spin.
- **Plenary:** What parts of your body did you use to twist? What helped your movement stay controlled?

Vocabulary: twist, turn, spin, control, link

Healthy Participation: Understand how warming up prepares joints and muscles and prevents injury.

Session 2 – Travel and Levels

LO: To explore and perform different travelling movements using a range of levels and directions.

Objectives:

- I can perform movements that travel at different levels.
- I can use pathways that are straight, curved, or zigzag.
- I can change direction and speed when travelling.
- I can include a balance before and after travelling movements.

Teaching Content:

- **Warm-up:** *Pathway Parade* – Move through cones using curved, straight and zigzag lines at different levels.
- **Skill Practice:** Practise combining travel with balances at low, medium, and high levels.
- **Game Scenario:** *Level Change Relay* – In groups, create travel routes that include a change in level every few metres.
- **Plenary:** How did you show different levels? What balance helped show control between movements?

Vocabulary: travel, direction, level, pathway, speed

Healthy Participation: Explain how agility and spatial awareness help improve coordination and safe movement.

Session 3 – Partner Work and Counterbalance

LO: To work in a pair to create counterbalances and movements with tension.

Objectives:

- I can perform a counterbalance with a partner.
- I can use tension in my muscles to hold a position.
- I can move in and out of balances with control.
- I can show stillness and focus when performing with a partner.

Teaching Content:

- **Warm-up:** *Trust Stances* – Pupils mirror each other's low and high balances.
- **Skill Practice:** Explore paired counterbalances (e.g. back-to-back, arm-to-arm) and practise entry/exit.
- **Game Scenario:** *Balance Carousel* – Rotate through partner shapes and assess control and tension using feedback prompts.
- **Plenary:** What did you need from your partner for balance? How did you hold the shape steady?

Vocabulary: counterbalance, tension, partner, control, focus

Healthy Participation: Understand how working in pairs builds trust and strengthens teamwork and core stability.

Session 4 – Creating a Paired Sequence

LO: To create and perform a short gymnastics sequence with a partner.

Objectives:

- I can select and link movements with a partner.
- I can use mirroring and matching in my sequence.
- I can include shapes, balances, and travel in my routine.
- I can begin and end my sequence clearly and with purpose.

Teaching Content:

- **Warm-up:** *Shape Copying* – One partner creates a balance; the other mirrors or matches.
- **Skill Practice:** Build a 4-part routine using previous movements (e.g. travel + twist + balance + counterbalance).
- **Game Scenario:** *Sequence Grid* – Perform in grid zones and swap with another group for peer feedback.
- **Plenary:** What helped your routine look fluid? Did your start and end show control?

Vocabulary: sequence, mirroring, matching, partner, shape

Healthy Participation: Discuss how repeated practice improves strength, flexibility, and movement memory.

Session 5 – Rehearsing and Refining

LO: To rehearse and refine a gymnastics routine using feedback.

Objectives:

- I can work with a partner to improve a routine.
- I can use feedback to refine movement and timing.
- I can improve transitions and flow in my routine.
- I can support others by offering constructive suggestions.

Teaching Content:

- **Warm-up:** *Copy and Improve* – Pupils perform a short sequence, then repeat it with one improvement.
- **Skill Practice:** Use video or feedback cards to assess clarity, timing, and shape precision in group routines.
- **Game Scenario:** *Refinement Rotations* – Alternate between performing and peer coaching roles.
- **Plenary:** What part of your routine improved most? How did feedback help?

Vocabulary: rehearse, refine, transition, flow, feedback

Healthy Participation: Explain how goal setting and feedback support physical and personal improvement.

Session 6 – Performing and Evaluating Gymnastics

LO: To perform a partner sequence and evaluate performance.

Objectives:

- I can perform a sequence showing control, timing, and expression.
- I can evaluate my own and others' performances using key vocabulary.
- I can identify strengths and suggest areas for improvement.
- I can celebrate success and reflect on my gymnastics journey.

Teaching Content:

- **Warm-up:** *Performance Poses* – Pupils practise strong, expressive start and end shapes.
- **Skill Practice:** Final rehearsals in groups or pairs with last-minute refinements.
- **Game Scenario:** *Gymnastics Showcase* – Perform to peers or record for self-assessment.
- **Plenary:** What are you proud of? How has your control or confidence improved?

Vocabulary: perform, evaluate, sequence, expression, control

Healthy Participation: Recognise how physical activity supports long-term health, mental wellbeing, and teamwork skills.

Future learning this content supports:

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This unit supports:

- Continued development of **balance, tension, rotation, and sequencing**
- Application of technical vocabulary and **peer feedback**
- Exploration of **complex sequences and compositional elements**
- Progression into **KS3 gymnastics and movement-based performance**