

## Medium Term Plan: Supporting Implementation of

### Subject: Year 4 Autumn 1 – Gymnastics:

In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

#### N/C links:

- Develop flexibility, strength, technique, control and balance.

#### Key skills:

- Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand
- Social: work safely, determination, collaboration, communication, respect
- Emotional: confidence, perseverance
- Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve.

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

- They can use simple tactics.
- They are learning the rules of the game and are beginning to use them honestly.
- They can dribble, pass, receive and shoot a ball with some control.
- They can find space away from others and near to their goal.
- They can provide feedback using key words.
- They can track an opponent to slow them down.
- They understand their role as an attacker and a defender.
- They work co-operatively with a group to self-manage games.

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

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

### **Key Vocabulary**

Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip.

Session 1 – To develop individual partner balances.

### **Success Criteria**

- Strong body tension will help you to hold balances with increased control.

### **Whole Child Objectives**

- Social: To work safely when learning a skill.
- Emotional: To be confident to perform in front of others.
- Thinking: To identify what makes a good balance and use this to help me improve.

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Session 2 – To develop control in performing and landing rotation jumps.

### **Success Criteria**

- Bend your knees when landing.
- Land using a landing position with arms straight ahead.
- Look forward to help maintain balance.

### **Whole Child Objectives**

- Social: To work safely with and around others.
- Emotional: To try my best in the tasks I am set.
- Thinking: To observe others and provide feedback on their performances.

Session 3 – To develop the straight, barrel, forward and straddle roll.

### **Success Criteria:**

- Keep good body tension throughout your roll.

### **Whole Child Objectives:**

- Social: To be kind when structuring my feedback.
- Emotional: To be confident to receive feedback.
- Thinking: To plan and create sequences.

Session 4 – To link actions that flow using the rolls I have learnt.

### **Success Criteria:**

- Keep good body tension throughout your roll.
- Make the performance interesting by using different shapes, levels and pathways.
- Use a starting and finishing position.

### **Whole Child Objectives:**

- Social: To work safely with and around others.
- Emotional: To persevere when developing a skill.
- Thinking: To understand what momentum is and how it helps me to roll.

Session 5 – To develop strength in inverted movements.

### **Success Criteria:**

- Use body tension to improve the control of your movements.

### **Whole Child Objectives:**

- Social: To work with a partner to create and perform a sequence.
- Emotional: To try my best.
- Thinking: To understand that gymnastics helps to develop strength and flexibility.

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Session 6 – To create a ‘great’ partner sequence to include the skills I have learnt and apparatus.

**Success Criteria:**

- Make the performance interesting by using different shapes, levels and pathways.
- Use a starting and finishing position.

**Whole Child Objectives:**

- Social: To discuss, plan and create a partner sequence.
- Emotional: To be confident to perform in front of others.
- Thinking: To plan where to include different elements to make the sequence super.

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**Future learning this content supports:**