

## Medium Term Plan: Supporting Implementation of

**Subject:** Year 6 Autumn 1 – Gymnastics:

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on 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: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight, balance, jump
- Social: work safely, collaboration, communication, respect
- Emotional: independence, confidence, determination
- Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences

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

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

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

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I can lead a small group through a short warm-up routine.
- I can use appropriate language to evaluate and refine my own and others' work.
- I can work collaboratively with others to create a sequence.
- I understand how to work safely when learning a new skill.
- I understand what counter balance and counter tension is and can show examples with a partner.

### **Key Vocabulary**

Aesthetics, competent, contrasting, counter balance, counter tension, engage, execution, flight, formation, handstand, progression, refine, structure, vault.

## **Medium Term Plan: Supporting Implementation of**

Session 1 – To develop the straddle, forward and backward roll.

### **Success Criteria**

- Use momentum to help you to roll.
- Use strong body tension to keep your shape in the straddle roll.

### **Whole Child Objectives**

- Social: To work safely with an awareness of my abilities.
- Emotional: To use learning cards to help me to learn independently.
- Thinking: To observe my partners roll and provide them with feedback.

Session 2 – To develop counter balance and counter tension.

### **Success Criteria:**

- Move slowly into and out of the balances.
- Use body tension to create clear shapes and stable balances.

### **Whole Child Objectives:**

- Social: To collaborate with a partner to create balances.
- Emotional: To listen intently so that I can follow the stretching sequence without looking.
- Thinking: To observe others and provide feedback on their performances.

Session 3 – To develop jumps and explore the effect of height.

### **Success Criteria:**

- Consider the timing of your movements.
- Use height to give you more time to perform more challenging jumps.
- Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting.

### **Whole Child Objectives:**

- Social: To work collaboratively to develop jumps.
- Emotional: To work independently to select and apply jumps.
- Thinking: To recognise the appropriate jump for the apparatus.

Session 4 - To develop inverted movements with control.

### **Success Criteria:**

- Engage your core muscles for strong body tension and stability.

### **Whole Child Objectives:**

- Social: To work collaboratively to build trust with my partner.
- Emotional: To be confident to try and learn new skills.
- Thinking: To understand that I need to move into and out of inverted movement with control.

## **Medium Term Plan: Supporting Implementation of**

Session 5 –To use flight from hands to travel over apparatus.

### **Success Criteria:**

- Place your hands on the apparatus first, then your feet.

### **Whole Child Objectives:**

- Social: To work safely with and around others.
- Emotional: To challenge myself to try new skills.
- Thinking: To understand that taking off two feet will give me power and height.

Session 6 – To create a group sequence using formations and apparatus.

### **Success Criteria:**

- Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting.

### **Whole Child Objectives:**

- Social: To discuss, plan and create a group sequence using apparatus.
- Emotional: To be confident to perform in front of others.
- Thinking: To identify what makes a good performance and use this to provide feedback to others.

### **Future learning this content supports:**