

Medium Term Plan: Supporting Implementation of

Subject: Year 1 Spring 1: Gymnastics

In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

N/C links:

- master basic movements
- developing balance, agility and co-ordination.

Key skills:

- Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll
- Social: respect, collaboration, sharing, work safely
- Emotional: confidence, self-regulation, perseverance
- Thinking: comprehension, select and apply action, creativity

Prior Learning (what pupils already know and can do)

- Know to make different shapes with their body
- Know to be still when holding a balance.
- To change their body shape to help them to roll.
- Know that bending their knees will help them to land safely.
- Know that counting to five when holding a shape or balance will allow people to see it clearly.

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

- To confidently perform in front of others.
- To link simple actions together to create a sequence.
- To make my body tense, relaxed, stretched and curled.
- To recognise changes in my body when I do exercise.
- To remember and repeat actions and shapes.
- To say what I liked about someone else's performance.
- To use apparatus safely and wait for my turn.

Key Vocabulary

Jump, level, point, roll, shape, speed, squeeze, star, travel, action, balance, control, direction

Session 1 – To explore travelling movements

Success Criteria

- Use different body parts to travel on.
- Use high and low levels to travel.

Whole Child Objectives

- Social: To show respect when watching others.
- Emotional: To be confident to share my ideas.
- Thinking: To understand that using a starting and finishing position will let people know when my sequence has begun and ended.

Vocabulary

Travel, jump, level, balance, direction

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Session 2 - To develop and combine travelling movements.

Success Criteria:

- Use different body parts to travel on.
- Use high and low levels to travel

Whole Child Objectives:

- Social: To show respect when watching others perform.
- Emotional: To be confident in sharing my ideas.
- Thinking: To understand that using a starting and finishing position will let people know when my sequence has begun and ended.

Vocabulary

Level, travel, control, direction

Session 3 – To develop quality when performing and linking shapes.

Success Criteria:

- Squeeze your muscles to make them feel hard and tense when in a shape.

Whole Child Objectives:

- Social: To collaborate with a partner to create shapes.
- Emotional: To be accepting if my ideas are not used.
- Thinking: To know that I can improve my shapes by extending parts of my body.

Vocabulary

Level, shape, speed, direction, squeeze

Session 4 - To develop quality when linking shapes.

Success Criteria:

- Squeeze your muscles to make them feel hard and tense when in a shape.

Whole Child Objectives:

- Social: To work with a partner to create shapes.
- Emotional: To be accepting if my ideas are not used.
- Thinking: To know that I can improve my shapes by extending parts of my body.

Vocabulary

Shape, squeeze, point, star

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Session 5 – To develop stability and control when performing balances.

Success Criteria:

- Be as still as a statue in your balance.
- Hold your balances for 5 seconds.
- Squeeze your muscles so that they feel hard.

Whole Child Objectives:

- Social: To share a workspace being considerate of others.
- Emotional: To be confident to share my sequence with others.
- Thinking: To choose travelling actions and balances to link together.

Vocabulary

Balance, control, squeeze, travel, action

Session 6 – To develop stability and control when performing balances.

Success Criteria:

- Be as still as a statue in your balance.
- Hold your balances for 5 seconds.
- Squeeze your muscles so that they feel hard.

Whole Child Objectives:

- Social: To share a workspace being considerate of others.
- Emotional: To be confident to share my sequence with others.
- Thinking: To choose travelling actions and balances to link together.

Vocabulary

Balance, squeeze, travel, action, control, roll

Future learning this content supports:

This unit will support gymnastic units across KS1 and KS2. Children will be developing skills such as balance, strength, flexibility and coordination which will support them when they revisit gymnastics. In addition, children will be able to transfer these skills across to other units which will benefit their development within that area.