



**Gymnastics Medium Term Plans Key Stage One**

Key Stage:	KS1	Unit	Gymnastics
<b><u>Prior Learning Required – EYFS Progression</u></b> <ul style="list-style-type: none"> <li>• Explore and copy basic actions and rhythms.</li> <li>• Negotiate space confidently, using appropriate strategies.</li> <li>• Use their bodies to respond to stories, topics and music.</li> </ul>			
<b><u>National Curriculum Links</u></b>	1a. Master basic movements including running, jumping, throwing and catching as well as developed balance, agility and coordination and begin to apply these in a range of activities. 1c. Perform dances using simple movements.	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Development of Motor Competence and Fundamental Movement Skills.</li> <li>• Making safe decision in contact with equipment and classmates.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<ul style="list-style-type: none"> <li>• Step 1: To be able to perform 5 key shapes.</li> <li>• Step 2: To move with control.</li> <li>• Step 3: To balance using different parts of the body.</li> <li>• Step 4: To link movements.</li> <li>• Step 5: To use different pieces of equipment and apparatus.</li> <li>• Step 6: To participate in a performance.</li> </ul>	<b><u>Progression</u></b>	<b><u>Declarative Knowledge</u></b> <ul style="list-style-type: none"> <li>• I know that fundamental movement skills, such as travelling, balancing and moving smoothly from one position to another are important gymnastic basics.</li> <li>• Watch and describe performance accurately.</li> <li>• Understand and describe changes to your heartrate when playing a game.</li> </ul>
			<b><u>Procedural Knowledge</u></b> <ul style="list-style-type: none"> <li>• Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>• Become increasingly confident and competent, moving safely using changes of speed, level, and direction.</li> <li>• Combine different ways of travelling exploring a range of movements and shapes.</li> <li>• Create linked movement phrases with beginning, middle and ends.</li> <li>• Perform movement phrases using a range of different body actions and body parts.</li> <li>• Develop ABC's and fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.</li> <li>• Form simple sequences of different actions, using the floor and a variety of apparatus.</li> </ul>
<b><u>Resources and Equipment</u></b>	<ul style="list-style-type: none"> <li>• Beanbags • Cones • Balls</li> </ul>	<b><u>Key Vocabulary</u></b>	<ul style="list-style-type: none"> <li>• Key Shapes, Teamwork, Smart, Neat, Performance, Movement, Express, Balance, Roll, Straight, Tense.</li> </ul>

### Gymnastics Medium Term Plans Lower Key Stage Two

Key Stage:	LKS2	Unit	Gymnastics
<p><b><u>Prior Learning Required – KS1</u></b></p> <ul style="list-style-type: none"> <li>• Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>• Become increasingly confident and competent, moving safely using changes of speed, level, and direction.</li> <li>• Combine different ways of travelling exploring a range of movements and shapes.</li> <li>• Create linked movement phrases with beginning, middle and ends.</li> <li>• Perform movement phrases using a range of different body actions and body parts.</li> <li>• Develop fundamental movement skills, combining travelling, balancing and stiffness using both floor and apparatus; and moving smoothly from one position of stiffness to another.</li> <li>• Develop agility, balance, and coordination.</li> <li>• Form simple sequences of different actions, using the floor and a variety of apparatus.</li> </ul>			
<b><u>National Curriculum Links</u></b>	<p>2c: Develop flexibility, strength, technique control and balance.</p> <p>2d: Perform dances using a range of movement patters.</p>	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Continued progress of Motor Competence.</li> <li>• Begin to understand and apply Rules, Strategies and Tactics.</li> <li>• Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<ul style="list-style-type: none"> <li>• Step 1: To perform 9 key shapes.</li> <li>• Step 2: To travel using different body parts.</li> <li>• Step 3: To travel on different levels at different speeds.</li> <li>• Step 4: To create sequences of movements, shapes, balances and rolls.</li> <li>• Step 5: to work with others mirroring and cannoning</li> <li>• Step 6: To perform in front of others.</li> </ul>	<b><u>Progression</u></b>	<p><b><u>Declarative Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Describe how your body feels when exercising.</li> <li>• Recognise and explain a good performance.</li> </ul>
			<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>• Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</li> <li>• Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</li> <li>• Develop flexibility, strength, control, technique, and balance.</li> <li>• Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</li> </ul>
<b><u>Resources and Equipment</u></b>	Gymanstic mats, Marker spots, cones, benches, hoops, tables, beanbags	<b><u>Key Vocabulary</u></b>	Gymnastics, Rolls, Routine, Sequence, Key Shapes, Jumps, Travelling, Partners, Balances, Coordination, Apparatus, Teamwork

### Gymnastics Medium Term Plans Upper Key Stage Two

Key Stage:	UPKS2	Unit	Gymnastics
<p><b><u>Prior Learning Required – LKS2</u></b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.</li> <li>• Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end.</li> <li>• Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape.</li> <li>• Develop flexibility, strength, control, technique, and balance.</li> <li>• Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement.</li> </ul>			
<b><u>National Curriculum Links</u></b>	2c: Develop flexibility, strength, technique control and balance.	<b><u>Pillars of Progression</u></b>	<ul style="list-style-type: none"> <li>• Continued progress of Motor Competence.</li> <li>• Understanding and applying Rules, Strategies and Tactics.</li> <li>• Healthy Participation; making safe long term decisions and understanding the relationships between physical activity and its effect on the body.</li> </ul>
<b><u>Key Unit Objectives</u></b>	<ul style="list-style-type: none"> <li>• Step 1: To show flexibility and technique when performing gymnastic elements.</li> <li>• Step 2: To travel fluently on the floor and on/off apparatus.</li> <li>• Step 3: To travel with confidence choosing different pathways.</li> <li>• Step 4: To create longer sequences.</li> <li>• Step 5: To show rhythm and creativity when working with others.</li> <li>• Step 6: To perform in front of an audience.</li> </ul>	<b><u>Progression</u></b>	<p><b><u>Declarative Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Develop your own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</li> <li>• Identify which aspects of a performance were performed consistently, accurately, fluently and clearly; being able to provide constructive feedback.</li> <li>• Work effectively as part of a team, recognising success and give constructive feedback.</li> <li>• Create short warm up routines that follow basic principles.</li> </ul> <p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Perform movements accurately with a sense of rhythm.</li> <li>• Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.</li> <li>• Develop flexibility, strength, control, technique, and balance.</li> <li>• Explore, improvise, and combine movement ideas fluently and effectively. Use skills in different ways, performing confidently, with clarity and a sense of rhythm.</li> <li>• Combine and perform gymnastic actions, shapes, and balances more fluently and effectively.</li> <li>• Use combinations of dynamics using the space effectively.</li> <li>• Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles; varying direction, level and pathways to improve the look of a sequence.</li> </ul>
	Marker spots, tables, speaker, apparatus, benches, gymnastic mats, cones	<b><u>Key Vocabulary</u></b>	Pace, Jumping, Throwing, Coordination, Measurements, Timing, Movement, Technique

