



Medium Term Unit Planning

Topic Name: Gymnastics

Learning outcome:

Throughout this unit the children will advance their skills and agility through floor movements and when incorporating the apparatus. They will incorporate control and precision into complex and well-executed sequences, using the movements learnt to demonstrate control and flexibility. As audiences, they will evaluate one another's sequences to encourage improvement as well as assessing how their own performances have progressed during the unit.

Hook:

Looking at famous gymnasts and their performance e.g., Matt Whitlock, Simone Biles. Evaluate what we like about their performances.

Topic Showcase (e.g. display, museum, performance, presentation):

Canon gymnastic performance – recorded.

Oracy:

Evaluating performances/sequences (peer and self-assessment) looking at using a range of key vocabulary to explain their judgements.

Key Vocabulary:

Travel, unison, smooth, transition, levels, tucked backward roll, sequence, apparatus, movement, unison, stag leap, standing pike, straddle, full turn, half turn, pike, canon, cartwheel, choreography, control, flexibility, fluency, routine, forward roll, landing, linking actions, roll, perform, pivot, rebound.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

Under review



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Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

The children will learn about athletes who have defied gender stereotypes in gymnastics.

Main subjects covered:

PE

PE threshold concepts:

Develop practical skills in order to participate, compete and lead a healthy lifestyle

This concept involves learning a range of physical movements and sporting techniques.

Notes:

This unit of work will incorporate a range of movements and techniques used in gymnastics to show flexibility, agility, control and balance. Over the course of the unit, the children will create a range of sequences to aid them in developing a final performance/routine to showcase their learning.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To travel demonstrating a variety of levels, low /medium / high and speeds while using different body parts.	Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation	Direction movement warm up. The children will begin by discussing the different types of travel which they are already familiar with. They will then choose their 3 most original forms of travel to practise. This will be



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		<p>during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p>	<p>performed altogether and then the children will set the challenge of travelling using different levels. The children will then have the hall to move around the room in their chosen methods of travelling, they will have begun to consider how they integrate different levels into their movement and how smooth their transition is. To end the lesson, some music will be chosen and the children will practise their sequence as a quick performance done in unison.</p>
<p>2. To demonstrate a range of shapes during flight.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Hold shapes that are strong, fluent and expressive.</p>	<p>Levels warm up. The children will begin by identifying and demonstrating different jumps, 2-2, 1-2, 2-1, 1-1</p>



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	<p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p>	<p>(same) and 1-1 (opposite). They will spend time practising those and ensuring they know the difference. In pairs, the children will choose 3 shapes and they will aid each other to try and put them into a jump. Demonstrate the 3 basic body shapes (ball, pin and star). The children will then be set the task of developing a sequence of 3 ways of travelling, 3 jumps, on the floor and on the apparatus. To aid with this, they will have equipment to use (mats, benches, hoops, ropes). Children then perform to another group who will evaluate.</p>
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<p>3. To demonstrate counter balance and explore the apparatus.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>	<p>Jungle run warm up. The children will then spend time discussing whether they know what a counter balance is – do they know what balancing is? They will be provided with an explanation and a demonstration (counter balance is where two people rely on each other using their weight to maintain balance e.g. holding wrists and leaning away.) Working with a partner, the children must think of as many ways they can counterbalance. Choose your best 3 and practice with the same partner as last week. Give the chn time with the same apparatus as last week to</p>
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			<p>remind themselves of the previous week's work and ask them to include 3 counter-balances in the sequence. Play the same music as last week and allow the chn to practice for a performance.</p>
<p>5. To develop different methods of rolling and an understanding of what shapes are needed and what shapes can be explored.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Hold shapes that are strong, fluent and expressive.</p> <p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p>	<p>Beans warm up. The children will be focusing on rolls this week. With the children's help, a number of rolls will be demonstrated looking at precision and accuracy with this. These rolls will include teddy bear, pin, forward, backward, cartwheel and Arab spring. The children will practise these rolls on the mats and will record themselves doing this so that they can evaluate and focus on their</p>



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		Use equipment to vault and to swing (remaining upright).	precision. The children will then choose one roll which they believe to be their best/most successful to perform to the rest of the class (in canon).
6. To develop basic methods of flight and understanding the principles behind effective jumping.	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Practise and refine the gymnastic techniques used in performances.</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>	<p>Travelling mats warm up. The children will be exploring the principles behind effective jumping. They will begin by considering how it feels to jump with no arms compared to jumping with arms. They will then experiment with bending their legs, comparing how this effects their performance. The children will practise their jumps on and off the apparatus and will end the lesson developing a sequence including 5 different jumps</p>



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			and 5 different methods of travel. The children will be extended to consider how they can add shape to their flight when performing their sequences.
7. To develop a sequence that will include a range of gymnastics actions, balances and jumps that demonstrates changes in level and speed.	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults 	<p>Sweet shop warm up. The children will consider the features of an effective sequence (including a variety of pace, actions, floor and apparatus work, clear body shapes, elevation in jumps and good body tension). Using equipment of their choice, the children must then create a sequence in groups to demonstrate all of the skills they have learned during this unit of work. Inform the children of the music that will be used</p>



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		<ul style="list-style-type: none">• inversions• rotations• bending, stretching and twisting• gestures• linking skills. <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Demonstrate good kinaesthetic awareness</p>	<p>to aid the decision-making process. As a practise, the children will record themselves performing and evaluate their routine, looking for areas to improve before their showcase. The children will then show their performances in canon to the other Year 5 class.</p>
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		<p>(placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>	
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