

Medium Term Learning Plan

Year/Group: KS3/ 4

 Course: **Gymnastics – travelling, balancing & jumping.**

About the unit	Assessment Focus
<p>During the unit the pupils will learn gymnastic floor work. This will include two basic rolls, three different balances (both individually and in pairs) and three different jumps. These will be linked for the pupils to perform a short routine. The skills will then be transferred to the box. The pupils will be able to perform three vaults, including a forward roll on the box, through and straddle vaults.</p>	<p>NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8</p>
Key Content to be covered	Expected Learning Outcomes
<ul style="list-style-type: none"> • Correct carriage of equipment and personal safety during gymnastics. • Floor routines involving balances, jumps and rolls linked together in a small sequence. • Correct technique of forward and backwards rolls. • Correct use of the springboard in order to gain height. • Transference of floor skills to the box in order to perform a tuck, straddle and half turn jumps off the box. • Three different vaults with support over the box, including through and straddle vault and a forward roll on the box. • Self and Peer Assessment. 	<p>By the end of this scheme students will be able to:</p> <ul style="list-style-type: none"> • Perform three different balances with linking movements. • Perform a forward roll • Perform a backward roll • Perform three different jumps off a box • Perform a vault with support • Show knowledge of personal safety within gymnastics • Show knowledge of how to safely move apparatus and equipment.
Key Skills to be developed	Key Assessment Points (evidence)
<ul style="list-style-type: none"> • Personal safety when carrying equipment including bending the knees and keeping the back straight when lifting. • When performing skills, knowledge of how to land correctly and how to move into a roll if over rotating. 	<p>Assessment tracker to be completed by both pupils and staff.</p>

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<ul style="list-style-type: none"> • To have the correct body shape and tension when performing balances, either individually or in pairs. • To have the correct body shape when performing jumps both on the floor and off the box. • To show the correct technique when performing both forwards and backwards rolls; and to transfer the forwards roll onto the box. • To know how to link balances, jumps and rolls in order to perform a short floor sequence/routine. • To transfer knowledge and skill used when performing jumps into vaults. E.g. tuck jump becomes through vault and straddle jump becomes straddle vault. • Peer and Self-Assessment of techniques. 	
<p>Language for Learning</p>	<p>Links to EBD/ personal, social and emotional needs</p>
<ul style="list-style-type: none"> • Body tension • Body shape including straight legs and pointed toes. • Names of rolls, jumps, balances and vaults. • Sequence and Routine • Correct names of equipment/apparatus • Understanding of personal safety. 	<p>L1 - Is attentive and has an interest in school work. L4 - Works efficiently in a group/team. C3 - Only interrupts and seeks attention appropriately. C4 - Is physically and verbally peaceable. C5 - Respects property/equipment. E5 - Is emotionally stable and shows self-control.</p>

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Session	Learning Objectives	Content to be covered	Suggested Pedagogy/Teaching Activities	Learning Outcomes (Assessment/ Level descriptors for this lesson)
1	<p>To be able to demonstrate safe carriage of mats.</p> <p>To perform three different balances with tension and three jumps with correct body shape.</p>	<p>Safe carriage of equipment. Individual and Pairs balancing. Include matching and mirroring. Different jumps and their shape (Tuck, Straddle and Half Turn). Self and Peer Assessment.</p>	<p>Pupils to carry the mats safely – it is possible for pupils to carry two mats at once in a pair. Bend knees and keep back straight.</p> <p>Space the mats out around the hall. One pupil to each mat where possible.</p> <p>Warm up – Stuck in the mud. One pupil is ‘it’ and tries to tag/tick as many pupils as possible until there is no one left. Once tagged, the pupil has to stand still in a star shape until another pupil can release them by going through their legs. Mats are safe zones. If ‘it’ is trying to catch a</p>	

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			<p>pupil and they can get onto a mat before being tagged, then they are safe. But, they can only stay on the mat for three seconds. Once all pupils are warm, stretches are to be completed using the correct muscle names.</p> <p>Introduce simple weight bearing balances, teachers choice but, include arabesque. Pupils initially to complete the balances on their own. Move on to paired work with the pupils matching and mirroring each other. This then progresses to pupils working on paired balances where they use each other’s weight to balance. Give examples but ask the pupils to think of their own too.</p> <p>Jumps – During this part of the session, the pupils will be taught a variety of jumps that will eventually</p>	<p>Peer assessment whilst working in pairs to give constructive advice.</p> <p>Arabesque – both legs should be straight with the toes on the lifted leg pointed. Lifted leg must be at least parallel to the floor. Arms should be straight with hands pointed.</p> <p>Straddle – like a star shape is minimum requirement. Legs must be straight, apart and toes</p>
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			<p>be transferred to the box. They need to be taught a minimum of three with the straddle and tuck jumps required. Explain how to land safely, feet shoulder width apart, bend knees to cushion the landing. Hold position to control balance.</p> <p>Warm down and mats away – reiterate safe carrying.</p>	<p>pointed. If the pupil reaches for their feet with their hands, even better.</p> <p>Tuck – head must be head up and facing forward. Knees must be brought up and as close to the chest as possible. Arms are to hold the knees.</p>
<p>2</p>	<p>To perform a forward roll showing the correct technique.</p> <p>To be able to choose a balance to move in or out of the roll.</p>	<p>Forward Roll technique. Moving from a balance into a forward roll. Moving out of the roll into a balance.</p>	<p>Warm up – concentrate on back, wrists, and legs when stretching.</p> <p>Recap the balances performed in the previous session with the pupils saying what the key points of the technique are.</p> <p>Introduce the forward roll asking the pupils how the teacher should perform the roll. Key points: start in an upright standing position with your hands stretched straight over</p>	<p>Rolling in a straight line.</p>

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			<p>your head. Pike your body forward and bend your knees to move into a squatting position to start the roll. Place your hands on the ground in front of you with your elbows bent. Your hands should be evenly spaced at shoulder width. Drop your head between your arms. Be sure to tuck in your chin. As you move into the roll, you don't want to place weight on your neck - it should move directly onto your upper back. Tucking in your chin will help ensure that you don't put pressure on your neck. Push over onto your upper back, so that your body rolls forward and your hips are pushed over your head. Follow the curve of your spine as you roll. Keep your back curved and keep your hands in position. Throughout the roll, your legs should stay straight and your toes pointed. Bend your legs only at</p>	<p>Hands flat on the floor and not tucked under.</p> <p>Reaching to move out of the roll and not pushing from the floor with their hands.</p> <p>Strong start and finish position.</p>
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			<p>the end of the roll, when it's time to stand up. Beginners might find it easier to bend their legs. At the end of the roll, place your feet flat on the floor and move into a standing position without putting your hands on the ground. It helps to reach forward with your hands. Straighten your legs, then finish upright with your hands over your head.</p> <p>Once completed, the pupils are to work in pairs to help each other with peer assessment of the forward roll being performed.</p> <p>When the pupils have all managed to perform the roll using the correct technique, ask them to try holding an arabesque for five seconds and then, from this, perform a forward roll. Progression is for the pupils to perform a balance at the beginning</p>	Peer Assessment
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			<p>and end of the roll, with the end balance being more difficult to control due to the momentum of the roll. Can the pairs perform the balances together (matching sequence)?</p> <p>Warm down and safe carrying of mats.</p>	
3	<p>To perform a backward roll showing the correct technique.</p> <p>To be able to choose a balance to move in or out of the roll.</p>	<p>Backwards Roll technique. Moving from a balance into a backwards roll. Moving out of the roll into a balance.</p>	<p>Warm up and stretches focusing on back, arms, wrists and legs.</p> <p>Introduce the backwards roll with staff demonstrating and the pupils talking them through it.</p> <p>Key points: Start in a squat position. Hold your hands close to the body with the palms flat towards the ceiling. They should be shoulder height. Drop your butt down like you are sitting. Roll back while lifting your legs straight. That should put</p>	<p>Chin tucked towards the chest.</p>

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			<p>the pressure on your hands and your shoulders. You need enough abdominal strength to lift your legs and hips over your head. You also need enough arm strength to push your body over and protect your neck. Tuck the chin. Roll backwards and reach for the mat while keeping your hands close to your shoulders. Kick your toes over your head to roll yourself. Land on your feet and push off the mat with your hands to come into a standing position. To gain momentum for the roll, move to starting in a standing position at one end of the mat.</p> <p>Move into pairs to help each other learn with positive constructive comments.</p> <p>When the pupils have all managed to perform the roll using the correct</p>	<p>Palms at head height facing the ceiling.</p> <p>Rolling in a straight line</p> <p>Legs straightening and kicked over the head, with feet landing on the mat and not the knees.</p> <p>Strong start and finish position.</p> <p>Peer Assessment to aid learning.</p>
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			<p>technique, ask them to try holding a balance for five seconds and then, from this, perform a forward roll. Progression is for the pupils to perform a balance at the beginning and end of the roll, with the end balance being more difficult to control due to the backward momentum of the roll. Can the pairs perform the balances together (matching sequence) or as a mirroring sequence moving into a paired balance at the end?</p> <p>Warm down and safe carrying of mats.</p>	<p>Correct body tension when balancing.</p>
4	<p>Pupils to create and perform a short floor routine.</p>	<p>Sequences. The pupils are to show three different balances and link them using jumps and rolls. This can be performed as a pair.</p> <p>Peer and Self-Assessment.</p>	<p>Warm up and stretches concentrating on back, legs, arms and wrists.</p> <p>Set the pupils the task of developing and designing their own sequence/floor routine. Explain that</p>	

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			<p>they must include a forward and backward roll, at least three balances and three jumps to link the rolls. They will be working in a pair and the routine can involve matching, mirroring and a paired weight bearing balance. Marks will be given for moving from one skill to the next without walking.</p> <p>Give the pupils at least 20 minutes to design, develop and practice their routine.</p> <p>Assessment – with the pupils volunteering to show their routine, get the mats into a large square area and the remaining pupils around the edges. Pairs are to begin and end their routine with a strong standing position with their arms above their heads. Encourage clapping from the rest of the pupils.</p>	<p>Complexity of the routine.</p> <p>Linking movements.</p> <p>Correct technique of skills.</p> <p>Self and Peer Assessment.</p>
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5	<p>To be able to demonstrate personal safety whilst carrying apparatus.</p> <p>To demonstrate correct use of the springboard.</p> <p>To be able to transfer their knowledge of jumps from floor routines to the box.</p>	<p>Correct carriage of larger equipment in pairs. Linking crashmats together and positioning of floor mats for personal safety.</p> <p>Using the springboard including take-off and landing.</p> <p>Jumping off the box and safe landing including rolling when over rotating.</p>	<p>After the routine discuss with the pupils how they think they did, any improvements they could have made and most importantly, how well they have done.</p> <p>Warm up to involve take off on one foot and landing on two. Stretches to focus on legs, ankles with some stretching for the rest of the body to mobilise joints.</p> <p>Reiterate safe carriage of equipment - bend knees, keep back straight and use leg muscles to lift. Get out the large apparatus keeping the box to one side of the room until later. Make sure the crash mats are link together at the ends. Place the floor mats around the outside of the crash mats. Two pupils to carry each piece of equipment. Put the springboard in a</p>	
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			<p>position not too far away from the crash mats.</p> <p>Explain to the pupils that they are to run up, take off on one foot and land on the highest part of the springboard with two feet. As they do they should bend their knees and then extend to gain height.</p> <p>Let the pupils practice running, taking off and landing safely on the crash mats. Emphasise looking straight ahead and landing on two feet. Explain that if they look down they will over rotate and need to perform a forward roll on the mat to regain composure.</p> <p>For the pupils to gain more height, the top part of the box (padded part) can be introduced between the springboard and crash mat to ensure the pupils are gaining height</p>	<p>Correct use of the springboard – take off from one foot and land on two.</p> <p>Height gained.</p> <p>Not using the box to gain height but actually jumping over it.</p>
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			<p>by jumping over it. This might intimidate some pupils, with the weaker ones actually using the box to step on. Try not to encourage this. Staff to stand by the box to support where necessary.</p> <p>Introduce the full box, lengthways between the springboard and crash mats.</p> <p>Aim for the pupils to run, take off and land with two feet on top of the box. Some pupils may have to use their hands on top of the box to push up, in order to get their feet on.</p> <p>Explain to the pupils that they are to move along the top of the box and use one of the jumps that they have used in previous sessions to leave the box and land safely on the crash mat. Reiterate looking up and not</p>	<p>Using the springboard to gain height in order to land safely with two feet on top of the box. Initially allow use of hands.</p>
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			<p>down and that, if they do over rotate they are to perform a forward roll to regain composure. Each turn the pupils are to use a different jump to leave the box.</p> <p>Warm down and safe carriage of equipment when putting away. Minimum of two people to carry the springboard.</p>	<p>Variety of jumps performed.</p> <p>Body shape and tension during the jump.</p> <p>Head position – looking up.</p> <p>Safe landing and use of forward roll if necessary.</p>
6	<p>To be able to perform a forward roll on top of the box with run up and correct use of the springboard.</p>	<p>Recap forward roll on the floor.</p> <p>Introduce how to roll on the box from standing with support. Moving to including run up and rolling straight from the springboard with support.</p> <p>Reiterate what to do if over rotating.</p>	<p>Warm up and stretches concentrating on back, legs, arms and wrists.</p> <p>Floor mats out and spread around the hall. Ask the pupils the key points related to the technique of the forward roll.</p> <p>Practice the forward roll in pairs on their mats.</p>	

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			<p>Get out the apparatus – safe carriage and lifting of equipment with two pupils to each piece. Check the crash mats are linked lengthways and floor mats around the edge. One floor mat should be placed either side of the box which is lengthways.</p> <p>Continue the warm up by asking the pupils to run up, take off correctly, land with feet on the box and perform a jump off the end.</p> <p>Skill – explain to the pupils that they are going to run up one at a time, take off and land with two feet on top of the box. Then stop.</p> <p>Once on the box they are going to lean forwards and hold the edges of the padded section, keeping hold until they are on their back. Tuck their head to their chest and, as</p>	<p>Good height to get onto the box.</p> <p>Firm grip on the edge of the padded section.</p> <p>Tucked head position.</p>
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			<p>they do, bend their knees and push to perform the forward roll on top of the box. As they roll over their bottom will finish at the end of the box and their legs over the end. They will then leave the box and land safely on the crash mat.</p> <p>Support – stand to the side of the box and, with the hand nearest to the crash mats, grab their wrist as they perform the roll only letting go when they are safely on the crash mats.</p> <p>Let the pupils practice several times to gain confidence of being upside down on the box and high up. This can be daunting for some pupils.</p> <p>Progression – from the run up, pupils reach for the box with their hands and go straight into the forward roll, without standing on</p>	<p>Curved back. Straight legs when rolling.</p> <p>Save landing on the crash mat.</p> <p>Good, strong start and finish position.</p> <p>Good run up and height gained from the springboard.</p>
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			<p>the box. Once one competent pupil has performed this, the others will be encouraged to have a go.</p> <p>Support – as previously getting hold of their wrist as they hold the box.</p> <p>Let the pupils practice several times.</p> <p>Warm down and equipment away, encouraging two pupils to each piece and showing safe carriage.</p>	<p>Confident, fluid movement into the roll.</p> <p>Straight roll on the box.</p> <p>Leaving the box safely and landing on two feet.</p> <p>Strong starting and finishing positions.</p>
7	<p>To demonstrate correct technique of a Through Vault.</p>	<p>Recap tuck jump both from standing and off the box. Reiterate head position.</p> <p>Introduce Through Vault and recap landing and over rotating. Position and movement of staff when supporting.</p>	<p>Warm up and stretches focusing on arms, wrists, legs and back.</p> <p>Apparatus set out as in previous session. Check for correct link of crash mats and positioning of floor mats. Begin with the box lengthways.</p> <p>Pupils to continue the warm up by firstly, run up, take off, land on two feet and perform a variety of jumps</p>	

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			<p>off the end of the box. Secondly, move on to the forward roll on the box. Once they have sufficiently warmed up, explain that they are going to be performing a through vault over the box and what it should look like.</p> <p>Ask the pupils to pretend to be a frog or rabbit on the floor. They should reach forwards with their hands placing them on the floor a little way in front of them and then, jump their legs towards and in between their arms.</p> <p>Once this has been completed, turn the box side on to the mats and reposition the springboard.</p> <p>Tell the pupils that they are going to run up, take off correctly, reach for the box with their arms and land in a tucked position, aiming to land on</p>	
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			<p>their feet with their hands still on the box. They must keep their head up or they will over rotate.</p> <p>Support – stand to the side of the box and, with the hand nearest to the crash mat, get hold of the pupil’s lower arm. If they catch their feet you will be able to stop them from falling face first over the box.</p> <p>Practice several times for each pupil one after the other. When they get their feet correctly on the box, they are to keep their hands in position and jump their legs through their arms.</p> <p>Progression – pupils to move on to missing out putting their feet on to the box, instead they skip their feet through their arms and over the box, landing safely on their feet.</p>	<p>Good, strong start position.</p> <p>Committed run up and good height from the springboard.</p> <p>Reaching with their hands for the box and keeping their head up, bringing their legs through their arms in a tucked position. Landing on their feet.</p> <p>Safe landing and finish position.</p>
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			<p>Teaching Point – some pupils, when trying to perform a through vault, will lift one hand in order to provide more room for their legs to move through. Move to support on the side that the hand is lifted.</p> <p>Particularly with this vault, pupils tend to look down towards the box and will over rotate on landing. To combat this, ask another pupil or staff member to stand at the far end and to hold their hands up, showing a variety of finger numbers. The gymnasts has to shout out how many are being held up as they perform the vault.</p> <p>Allow the pupils to practice several times to increase confidence.</p> <p>Warm down and apparatus away. Encourage correct and safe carrying.</p>	<p>Self and Peer Assessment.</p>
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8	<p>To demonstrate correct technique of a Straddle Vault.</p>	<p>Recap Straddle Jump both on the floor and off the box.</p> <p>Introduce Straddle Vault (include use of leap frog). Again recap landing and over rotating. Position and movement of staff whilst supporting.</p>	<p>Recap using the springboard correctly and landing on two crashmats. Check for correct positioning of floor mats and link between crash mats.</p> <p>Warm Up and Stretches to focus on arms, wrists, legs and back: Pupils to then run up, take off on one foot and land on the springboard with two feet. Gain height, landing with two feet on the box. Then leave the box using a variety of jumps. Land safely on the crash mat.</p> <p>Move on to the pupils performing the two vaults learned in previous sessions.</p> <p>Skill – Explanation and demonstration of the Straddle vault – straight legs, pointed toes, head looking up to stop over rotation. The pupils will practice by doing</p>	
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			<p>'leap frog' over a partner before moving on to try this on the box. Explain that they are going to perform a strong run up and take off to gain height, land on their feet on the box and then stop. They will then reach forwards and get hold of the end of the box with both hands, with their body in a 'v' shape and their legs straight. Bending their knees and then jumping their legs around their arms. NB some pupils will lift their hands too early and others, too late and knock their arms off with their body. They have to work out when it is the right time to lift them.</p> <p>Support – stand on the crash mat behind box about half a metre away. One leg should be in front of the other so, that you can step back with the pupil during the vault and</p>	
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			<p>not clash heads. As the pupil performs the vault, reach forwards and get hold of their upper arms. When the pupil comes over the box, set back, still holding their arms so that they can bring their feet to the mat. That way, if they do catch the box with their feet, they won't hit the mat face first.</p> <p>Progression – turn the box side on to the pupils. Allow them to perform the vault with support. Reiterate looking up at all times. A further progression for more capable pupils is to turn the box back for them to try vaulting the length. At worst they will land sitting on the box.</p> <p>Practice to build confidence.</p> <p>Warm down by removing the box and the pupils using the springboard</p>	<p>Good committed run up and use of the springboard.</p> <p>Head position – looking straight ahead and not down at the box.</p> <p>Reaching for the box with their arms.</p> <p>Legs straight with toes pointed.</p> <p>Self and Peer Assessment.</p>
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			to gain height. Then equipment away. Safe carrying using correct lift technique. Two pupils to each piece of apparatus.	
9	<p>To be able to choose and perform one vault, demonstrating correct technique.</p> <p>To be able to analyse the technique of another pupil and give advice where necessary.</p>	<p>Self and Peer Assessment. Pupils to perform one vault correctly and confidently. Including start and finish position.</p> <p>Assessment Tracker to be completed.</p>	<p>The pupils are to make their own decision as to which vault they feel most confident performing. Due to the position of the teacher when supporting, the pupil must communicate which vault they are going to perform.</p> <p>Other pupils take turns to assess the gymnast and give constructive advice on any improvements/adjustments that could be done.</p>	<p>Constructive advice from Peers analysing the gymnast using correct terminology.</p> <p>Self-assessment from the gymnast using correct terminology and breakdown of the vault.</p> <p>Assessment tracker completed correctly and honestly.</p>

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			Once the pupil has performed, they are to discuss with the teacher, how they feel they have done.	
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