



GYMNASTICS



Years 3 & 4

Lesson Week:	Lesson Topic:
Week 1	Shapes
Week 2	Travel
Week 3	Balance
Week 4	Rolling
Week 5	Jumping
Week 6	Apparatus

<p>Session Topic and Number of Participants:</p> <ul style="list-style-type: none"> • Shapes. • Up to 30 Children. 	<p>Equipment:</p> <ul style="list-style-type: none"> • Cones – Variety of colours. • Bibs – Variety of colours. • Soft Mats.
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • All gymnastics shapes on different body parts and levels. • Create & perform a sequence with 3 contrasting actions. • Demonstrate good posture when standing. • Watch shapes and comment/improve on levels and quality. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Straight, Tuck, Star, Pike, Straddle, Levels, High, Medium, Low, Right Angle, Tension, Extension, Link, Sequence, Routine, Repeat, Transition, Flow.
<p>Warm Up:</p> <p>“Washing Machine”</p> <ol style="list-style-type: none"> 1) Children work individually on the spot in their own space, performing different movements on command:- <ol style="list-style-type: none"> a) “Normal Wash” – Gentle jog. b) “Spin Cycle” – Jumps around in a circle. c) “Boys Clothes” – Fast jog. d) “Girls Clothes” – Soft jog. e) “Trousers” – Sitting in an ‘L’ shape (pike). f) “Shorts” – Sitting in a tuck shape. g) “Skirts” – Sitting in a straddle shape. h) “Dress” – Lie or stand in a star shape. i) “Scarf” – Lie or stand in a straight shape. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of movements. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the number of movements.
<p>Main Content:</p> <p>“Pairs Shapes”</p> <ol style="list-style-type: none"> 1) Recap the correct names for the different shapes:- <ol style="list-style-type: none"> a) “Straight” – Body tall and thin, legs together and arms stretched beside ears. b) “Star” – Arms and legs stretched out wide and as far away from each other. c) “Tuck” – Curl knees into chest, hold onto shins with legs together. d) “Straddle” – Sitting tall, with legs out wide and straight, arms stretched out above legs. e) “Pike” – Sitting tall, with legs together and straight, arms stretched out above legs. 2) Children work in pairs in their own space and explore as many different ways of making either: Straight, Tuck and Star shapes, assisting/linking with a partner to increase complexity (e.g. Wheel barrow position in Star shape or shoulder stand with feet together in Straight shape etc.) <p>“Individual Shapes”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space and try to create a sequence containing at least 3 contrasting (different) shapes, using the shapes explored earlier in the session. Concentrate on using different levels and imaginative links to improve variety, flow of sequence. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of shapes. 4) Decrease number of sequence components. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the number of shapes. 4) Increase number of sequence components.
<p>Cool Down:</p> <p>“Log Lifts”</p> <ol style="list-style-type: none"> 1) Children work in 3’s in their own space and take it in turns to lie in a straight shape on their back with arms beside their body. Their partners safely try to lift them up from the ankles, while the child attempts to keep their body perfectly straight until returned to floor slowly. 	<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p> <ul style="list-style-type: none"> • Travel. • Up to 30 Children. 	<p>Equipment:</p> <ul style="list-style-type: none"> • Cones – Variety of colours. • Bibs – Variety of colours. • Soft Mats.
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Travel movements using different levels, directions and pathways. • Create and perform a sequence in a pathway using 3 contrasting actions. • Learn why heart rate increases while exercising. • Watch travel and comment/improve on directions/quality. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Levels, High, Medium, Low, Directions, Forwards, Backwards, Sideways, Pathways, Patterns, Curved, Zig-Zag, Spiral, Tension, Extension, Amplitude, Link, Sequence, Routine, Repeat, Transition, Flow.
<p>Warm Up:</p> <p>“Zoo Animals”</p> <ol style="list-style-type: none"> Children work individually, moving around the area like animals:- <ol style="list-style-type: none"> “Zebra” – Gallop with one leg at front. “Giraffe” – Walking tall with high legs. “Kangaroo” – Jumping on toes with legs together. “Gorilla” – Side galloping. “Crab” – Walk on hands and feet, facing upwards. “Caterpillar” – Feet walk to hands, hands walk out. “Rabbit” – Crouching, hands move, then feet move. “Crocodile” – Commando crawl. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> Decrease the speed of movement. Decrease the playing area. Decrease the number of animal movements. <p>“Harder”</p> <ol style="list-style-type: none"> Increase the speed of movement. Increase the playing area. Increase the number of animal movements.
<p>Main Content:</p> <p>“Travel Movements”</p> <ol style="list-style-type: none"> Children work individually, moving around the area looking for space on their feet, using different gymnastic travel movements:- <ol style="list-style-type: none"> “Relieve” – Walk on balls of feet. “Battement” – Walk tall, lifting legs straight out. “Skip” – Step hop. “Front Chasse” – One leg gallop and change. Same exercise as 1, but this time children use low, medium and high levels while travelling. Same exercise as 2, but this time children use forwards, backwards and sideways directions. Same exercise as 3, but this time children use curved, zig-zag, spiral, L-shape and X-shape pathways/patterns. <p>“Individual Sequences”</p> <ol style="list-style-type: none"> Children work individually, moving around the area looking for space on their feet, creating sequences containing at least 1 shape and 2 forms of travel. Children use pathways/patterns explored earlier and concentrate on using different directions while traveling, using different levels and imaginative links to improve the variety and flow of their sequences. 	<p>Differentiation:</p> <p>“Easier”</p> <ol style="list-style-type: none"> Decrease the speed of movement. Decrease the playing area. Decrease the number of movements. <p>“Harder”</p> <ol style="list-style-type: none"> Increase the speed of movement. Increase the playing area. Increase the number of movements.
<p>Cool Down:</p> <p>“Dish and Arch Shapes”</p> <ol style="list-style-type: none"> Children work individually in their own space and make two different stretching shapes:- <ol style="list-style-type: none"> “Dish” – Lying stretched on their back with their feet and shoulders lifted 10cm off floor. “Arch” – Lying stretched on their front with their feet and chest lifted 10 cm off floor. 	<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Balance. • Up to 30 Children. 	<ul style="list-style-type: none"> • Cones – Variety of colours. • Bibs – Variety of colours. • Music Player / Soft Mats.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Balance on patches and points, using Symmetry & Asymmetry while working in pairs. • Create & perform a sequence using 4 contrasting actions. • Explain why body temp. rises when performing balances. • Explain why balancing on all fours is more stable than on one body part. 	<ul style="list-style-type: none"> • Balance, Still, , Patches, Points, Focus, Concentration, Symmetrical, Asymmetrical, Mirror, Formation, Muscles, Tight, Tension, Levels, High, Medium, Low, Linking, Repeat, Demonstrate, Observe, Evaluate.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Musical Alphabet Soup”</p> <p>1) Children work individually, moving around to the music all over the area looking for space, using different movement styles (walk, jog, skip, gallop, side step, etc.) When the music stops, call out a letter and the children have to freeze and make the shape of that letter using different body part and stay still for 3 seconds.</p>	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Introduce musical statues rules.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Patches and Points”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space, performing balances on different parts of their body:- <ol style="list-style-type: none"> a) “Patches” – Large parts of the body: Back, Stomach, Bottom and Shoulders. b) “Points” – Small parts of the body: Feet, Knees, Hands, Elbows and head. 2) Same exercise as 1, but this time, children try to make a capital ‘V’ balance on their bottom and a capital ‘T’ balance standing on one foot. <p>“Symmetrical and Asymmetrical”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space, performing balances on different patches and points:- <ol style="list-style-type: none"> a) “Symmetrical” – Both sides of the body are identical to each other (e.g. standing straight with feet together and arms by sides). b) “Asymmetrical” – Sides of the body do not match at all (e.g. Standing on one foot with the other stretched out and one arm up and the other down). <p>“Individual Sequences”</p> <ol style="list-style-type: none"> 1) Children work individually, moving around the area looking for space on their feet, creating sequences containing at least 2 shapes (start and end positions), 1 form of travel & 2 balances explored earlier. Children concentrate on using different levels, directions & pathways to improve the variety & flow of their sequence. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of shapes. 4) Decrease the number of travels. 5) Decrease the number of balances. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the number of shapes. 4) Increase the number of travels. 5) Increase the number of balances.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Frog Balance”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space and crouch down with their knees apart and bent up near their shoulders and their hands slightly wider than shoulder width and flat on the floor. They then lean forward, bending their elbows out to the side to create a base to rest their knees upon and try to perch for 3-5 seconds. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Rolling. • Up to 30 Children. 	<ul style="list-style-type: none"> • Cones / Bean Bags – Variety of colours. • Bibs – Variety of colours. • Soft Mats.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Tuck rock and roll to stand, Egg roll exploring shapes. • Create and perform a sequence in pairs using 4 contrasting actions. • Explain why activities like rolling make people feel good. • Describe the similarities and differences between rolls. 	<ul style="list-style-type: none"> • Roll, Rock, Log Roll, Pencil Roll, Egg Roll, Curl, Smooth, Round, Forward, Backward, Sideways, Assistance, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Traffic Lights”</p> <ol style="list-style-type: none"> 1) Children work individually, moving around the area looking for space, using whatever different movement styles they wish. When a coloured cone is held up, children perform different actions:- <ol style="list-style-type: none"> a) “Red Cone” – Freeze on the spot. b) “Yellow (Amber) Cone” – Jogging on the spot. c) “Green Cone” – Continue moving around. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of traffic lights. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Introduce more traffic lights and actions.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Tuck Rock and Roll to Stand” (with/without a partner)</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two. Children take it turns to sit in a tuck shape and practice rocking back and forward returning to a seated position. 2) Same exercise as 1, but this time children rock 3 times then reach for their partner who helps them to stand up. 3) Same exercise as 2, but this time children try to rock up to a standing position without help. <p>“Egg Roll” (exploring straddle shape)</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two. Children take it turns to curl up in a tuck shape on their knees and practice rolling over to their side, onto their back, onto the other side and then back onto their knees. 2) Same exercise as 1, but this time children perform a straddle shape while on their back during their roll. <p>“Pairs Rolling”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two and explore different starting and finishing positions to the rolls explored earlier (seated tuck, pike, or straddle, various kneeling positions, lying shapes etc.) 2) Same exercise as 1, but this time children select a roll to perform together, deciding on a different start and finish position. Children perform side by side in a matching formation working on synchronisation and timing. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Increase the mat size. 3) Increase the number of partners/helpers. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Decrease the mat size. 3) Decrease the number of partners/helpers. 4) Introduce sequences.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Front Support Bean Bag Relay”</p> <ol style="list-style-type: none"> 1) Children work in teams and line side by side up on hands and knees, in a front support position, with a bean bag a one end of the line. The first child picks up the bean bag, places it on their back, then retrieves it with their other hand and then places it on the floor beside them ready for their team mate to do the same. The first to get their bean bag from one end to the other wins. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Jumping. • Up to 30 Children. 	<ul style="list-style-type: none"> • Cones – Variety of colours. • Bibs – Variety of colours. • Soft Mats.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Perform jumping, leaping and landing techniques, and learn the 5 jumping classifications. • Create and perform a sequence in pairs using 4 contrasting actions. • Demonstrate & explain safe jumping & landing techniques. • Watch and make judgments about the quality of jumps and elevate them on style and control. 	<ul style="list-style-type: none"> • Jump, Take-Off, Flight, Landing, Absorb, Soften, Combination, Straight, Tuck, Star, Rotation, Turn, Half Turn, Chasse, Cat Leap, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Numbers”</p> <ol style="list-style-type: none"> 1) Children work individually, moving around the area looking for space performing different actions on different number commands:- <ol style="list-style-type: none"> a) “1” – Jumping jacks. b) “2” – Squat thrusts. c) “3” – Jogging around. d) “4” – Skipping around. e) “5” – Side stepping around. 2) Same exercise as 1, but this time, allow children to come up with their own actions for different numbers. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of actions. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the number of actions.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Jumping”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space exploring the action of jumping:- <ol style="list-style-type: none"> a) “Take Off” – Full driving arm swing, strong bend and thrust through legs. b) “Flight” – Tension in flight, showing shape clearly with precision and control. c) “Landing” – Absorb impact through legs with a held and controlled landing position. 2) Same exercise as 1, but this time children explore the 5 different jump classifications <ol style="list-style-type: none"> a) “2-2” – 2 footed jump to 2 footed landing. b) “2-1” – 2 footed jump to 1 footed landing. c) “1-2” – 1 footed jump to 2 footed landing. d) “1-1a” – 1 footed jump to opposite footed landing. e) “1-1b” – 1 footed jump to same footed landing. <p>“Pairs Jumping”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two and create a sequence containing at least 2 shapes (start and end positions), a balance and 2 jumps explored earlier. Children perform together either facing each other in a mirror formation or side by side in a matching formation. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the number of shapes. 4) Decrease the number of balances. 5) Decrease the number of jumps. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the number of shapes. 4) Increase the number of balances. 5) Increase the number of jumps.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Single Leg Dips”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space balancing on one leg. Children perform a dip attempting to get a 90 degree bend at their knee, lifting the free leg slightly off the floor behind them. 5 times on each leg. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A's, Observations.



<p>Session Topic and Number of Participants:</p>	<p>Equipment:</p>
<ul style="list-style-type: none"> • Apparatus. • Up to 30 Children. 	<ul style="list-style-type: none"> • Cones – Variety of colours. • Bibs – Variety of colours. • Gymnastic Apparatus / Soft Mats.
<p>Learning Outcomes:</p>	<p>Vocabulary:</p>
<ul style="list-style-type: none"> • Using apparatus for a wide range of gymnastic actions. • Create and perform a sequence in pairs using 4 contrasting actions on apparatus. • Describe how intense a sequence on large apparatus feels to perform. • Use correct vocabulary to name & describe what they see. 	<ul style="list-style-type: none"> • Gymnastic Actions; Shapes, Travel, Still Balance, Dynamic Balance, Rolls, Jumps, Leaps, Climb, Hang, Grip, Over Grasp, Under Grasp, Direction, Level, Speeds, Pathways, Muscles, Tight, Tension, Link, Repeat, Demonstrate.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Choice of Warm Up”</p> <ol style="list-style-type: none"> 1) Allow the children to choose their favourite warm up activity from those already explored. 2) Same exercise as 1, but allow the children to come with ways to make the games different, easier, harder, etc. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the playing area or movement speed. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the playing area or movement speed.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Working on Apparatus”</p> <ol style="list-style-type: none"> 1) Set up as much gymnastic apparatus as possible, ensuring there is sufficient space in between each station. Children work in groups and take it in turns to perform on the apparatus. Only one child must be on the apparatus at a time. Set up several different stations that allow the children to explore a mixture of:- <ol style="list-style-type: none"> a) “Climbing and Hanging” – Fixed frames, ‘A’-frames and bar attachments. b) “Travelling” – Benches, mats and floor space. c) “Still Balance” – Nestling tables, gymnastic platforms and benches. d) “Dynamic Balance”- Balance beams, up turned benches and ‘A’-frames with bar attachments. e) “Jumping” – Low nestling tables, gymnastic platforms or benches. f) “Rolling” – Mats, springboard to roll down and foam wedges. g) “Shapes” – All apparatus. <p>“Sequences on Apparatus”</p> <ol style="list-style-type: none"> 1) Children work in pairs and create a sequence containing at least 4 gymnastic actions, including a start and end position, travels, balances, rolls and/or jumps, using their allocated piece of apparatus. Children concentrate on using different directions, levels, speeds & pathways, using creative links to smoothly join actions together and decide which relations/formations to use within their sequence; mirror, match, unison, contrast, etc. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease the apparatus size/difficulty. 4) Decrease the number of stations. 5) Decrease the number of sequence actions. <p>“Harder”</p> <ol style="list-style-type: none"> 1) Increase the speed of movement. 2) Increase the playing area. 3) Increase the apparatus size/difficulty. 4) Increase the number of stations. 5) Increase the number of sequence actions.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Evaluating Sequences”</p> <ol style="list-style-type: none"> 1) Half the group continue to perform their sequences, while the other half watch and give feedback (e.g. quality of actions, flow and variety of linking work, changes in direction, changes in level, speeds etc.) Allow the children several minutes to work or evaluate, and then swap the groups over. 	<ul style="list-style-type: none"> • Peers, Self, Group Work, Q & A’s, Observations.

