



GYMNASTICS



Years 5 & 6

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 including partner assisted shapes. • Create and perform a sequence in pairs using 5 contrasting actions. • Identify which joints are moving when changing shapes. • 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, Base Of Support, Tension, Extension, Assisted, Complex, Contrast, Link, Sequence, Match, Routine, Repeat, Transition, Flow, Demonstrate, Observe, Evaluate.
<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>“Shapes Sequences”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a mat between two and create a sequence containing at least 3 individual shapes and two partner assisted/linked shapes. Concentrate on using different levels and base of support in shapes. Children perform with their partner using a matching (side by side) formation. 	<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>“Metronome”</p> <ol style="list-style-type: none"> 1) Children work in 3’s in their own space standing close together in a line and take it in turns to be in the middle. The two outside children rock the person in the middle back & forward, restricting them to a short movement. 	<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"> • Travel. • 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"> • Travel movements using different levels, direction, speed, pathways and mirroring. • Create and perform a sequence in pairs using 5 contrasting actions while mirroring. • Demonstrate good posture and control while exercising. • Watch travel and comment/improve on speed/quality. 	<ul style="list-style-type: none"> • Levels, High, Medium, Low, Directions, Forwards, Backwards, Sideways, Pathways, Patterns, Curved, Zig-Zag, Spiral, Fast, Medium, Slow, Tension, Extension, Amplitude, Link, Sequence, Routine, Repeat, Flow, Transition, Match, Mirror, Demonstrate, Observe, Evaluate.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Follow the Leader”</p> <ol style="list-style-type: none"> 1) Children work in groups and take it in turns to lead their group around the area, using different movement styles, patterns and pathways on the floor, looking for space. On command “change”, the child at the end travels to the front and becomes the new leader choosing a different movement style. Children vary the way the way the back person travels to the front (e.g. weave in and out of team mates, slide under legs of team mates, etc.) 	<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 movement options. <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 movement options.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Travel Movements”</p> <ol style="list-style-type: none"> 1) Children work in pairs, moving around the area looking for space using different gymnastic travel movements:- <ol style="list-style-type: none"> a) “Relieve” – Walk on balls of feet. b) “Battement” – Walk tall, lifting legs straight out. c) “Skip” – Step hop. d) “Front Chasse” – One leg gallop and change. 2) Same exercise as 1, but this time children use low, medium and high levels while travelling. 3) Same exercise as 2, but this time children use forwards, backwards and sideways directions. 4) Same exercise as 3, but this time children use curved, zig-zag, spiral, L-shape and X-shape pathways/patterns. 5) Same exercise as 4, but this time children use fast, medium and slow speeds. <p>“Travel Sequences”</p> <ol style="list-style-type: none"> 1) Children work in pairs, moving around the area looking for space, creating sequences containing at least 2 shapes and 3 forms of travel, using different speeds and using a clear pathway. Children use different levels, directions, pathways and speeds while traveling and perform using a mirroring 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 travel movements. 5) Decrease the sequence difficulty. <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 travel movements. 5) Increase the sequence difficulty.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Dish and Arch Shape Roll Over”</p> <ol style="list-style-type: none"> 1) Children work individually in their own space and make two different stretching shapes:- <ol style="list-style-type: none"> a) “Dish” – Lying stretched on their back with their feet and shoulders lifted 10cm off floor, then roll over into an arch position, without letting their hands or feet touch the floor. b) “Arch” – Lying stretched on their front with their feet and chest lifted 10 cm off floor. 	<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"> • Balances in pairs, using counter balance and tension techniques. • Create and perform a sequence in pairs using at least 6 contrasting actions. • Identify which joints are moving as they change balances. • Evaluate and identify weaknesses in held positions and understand how to improve them. 	<ul style="list-style-type: none"> • Balance, Still, Held, Patches, Points, Focus, Concentrate, Symmetrical, Asymmetrical, Counter Balance, Counter Tension, Dynamic Balance, Levels, Formation, Compositional Ideas, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate.
<p>Warm Up:</p>	<p>Differentiation:</p>
<p>“Musical Warm Up”</p> <ol style="list-style-type: none"> 1) Children work individually. Warm up to music or play musical statues (i.e. music stops, children must freeze). 	<p>“Easier/Harder”</p> <ol style="list-style-type: none"> 1) Change the playing area or movement speed.
<p>Main Content:</p>	<p>Differentiation:</p>
<p>“Counter Balance and Counter Tension”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two and work together to explore the concepts of counter balance and counter tension:- <ol style="list-style-type: none"> a) “Counter Balance” – A wide base of support and parts pushing against each other, which would be impossible to hold if their partner moved away. b) “Counter Tension” – A narrow base of support and parts pulling away from each other, which would be impossible to hold if your partner moved away. 2) Same exercise as 1, but this time children balance on different body parts (e.g. knees, bottoms, shoulders, etc.) 3) Same exercise as 1, but this time children balance facing different directions (e.g. sideways, back to back, etc.) 4) Same exercise as 1, but this time children try to link different body parts (e.g. knees, bottoms, shoulders, etc.) <p>“Balance Sequences”</p> <ol style="list-style-type: none"> 1) Children work in pairs, moving around the area looking for space, creating sequences containing at least 2 shapes (start and end position), 2 forms of travel and 2 partner balances explored earlier. Children concentrate on using different levels, directions, speeds & pathways to improve the variety and flow of their sequences. 	<p>“Easier”</p> <ol style="list-style-type: none"> 1) Decrease the speed of movement. 2) Decrease the playing area. 3) Decrease ‘counter’ balance/tension difficulty. 4) Decrease the number of shapes. 5) Decrease the number of travels. 6) 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 ‘counter’ balance/tension difficulty. 4) Increase the number of shapes. 5) Increase the number of travels. 6) Increase the number of balances.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Head Stands”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two and help each other to work on the appropriate stages for performing a head stands. Do not allow children to move on until they can perform each stage safely/consistently:- <ol style="list-style-type: none"> a) Hands and head in a triangle formation, walk feet in until hips are above head, back must be straight. b) Triangle formation, walk feet in, lift 1 leg up to their stomach in a tuck shape, hold it briefly, then repeat on the other leg. c) With partner supporting hips, repeat above stages, if competent take both feet off floor into tuck shape 	<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"> • Rolling. • Up to 30 Children. 	<p>Equipment:</p> <ul style="list-style-type: none"> • Cones / Bean Bags – Variety of colours. • Bibs – Variety of colours. • Soft Mats.
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Gymnastic rolls, forward roll and egg roll exploring shapes. • Create/perform a sequence in pairs using 6 actions. • Demonstrate and explain how to move and position the spine safely while rolling. • Recognise/talk about different responses to the same task. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Roll, Rock, Egg Roll, Forward Roll, Curl, Smooth, Round, Momentum, Entrances, Exits, Forward, Backward, Sideways, Assistance, Muscles, Tight, Tension, Linking, Repeat, Demonstrate, Observe, Evaluate.
<p>Warm Up:</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>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 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>“Rock and Roll”</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 rock up to a standing position without help. 2) Same exercise as 1, but this time children explore as many different start and end shapes as they can. <p>“Egg Roll”</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 explore as many different start and end positions and shapes they can perform when on their back as they can. <p>“Forward Roll”</p> <ol style="list-style-type: none"> 1) Children work in pairs, sharing a soft mat, helping each other to safely (roll on back) perform a forward roll. 2) Same exercise as 1, but this time children explore as many different start and end shapes as they can. <p>“Rolling Sequences”</p> <ol style="list-style-type: none"> 1) Children work in pairs, moving around the area looking for space, creating sequences containing at least 2 shapes (start and end position), 2 forms of travel, 1 partner balance and at least 1 roll, using different entrance and exit shapes. Children concentrate on using different levels, directions, speeds & pathways to improve the variety and flow of their sequences. 	<p>Differentiation:</p> <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. 4) Decrease the number of shapes. 5) Decrease the number of travel movements. 6) Decrease the number of balances. 7) Decrease the number of rolls. <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) Increase the number of shapes. 5) Increase the number of travel movements. 6) Increase the number of balances. 7) Increase the number of rolls.
<p>Cool Down:</p> <p>“Wheel Barrow Lift”</p> <ol style="list-style-type: none"> 1) Children work in pairs with a soft mat between two and take it in turns to practise making a front support position. When competent, take it in turns to lift partner into a wheel barrow position and hold for 5 seconds. 	<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"> • 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 work on the 5 jumping classifications. • Create and perform a sequence in pairs using 5 contrasting actions. • Explain that jumping & landing can strengthen bones. • Understand the differences between landing and rebounding and know when to use them. 	<ul style="list-style-type: none"> • Jump, Take-Off, Flight, Landing, Absorb, Soften, Combination, Straight, Tuck, Star, Rotation, Turn, Half Turn, Chasse, Cat Leap, Scissor Leap, Split 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” – Jogging around. b) “2” – Skipping around. c) “3” – 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 in pairs in their own space working on 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. 2) Same exercise as 1, but this time children explore as many different shapes as they can to perform while in the air, assisting each other where needed. 3) Same exercise as 2, but this time children explore as many different entrances as they can before their jump (e.g. running, skipping, galloping, etc.) <p>“Jumping Sequences”</p> <ol style="list-style-type: none"> 1) Children work in small groups with a soft mat per group and create a sequence containing at least 2 shapes (start and end positions), 1 form of travel, 1 balance and 3 different jumps, using different formations and compositional ideas to improve the aesthetics of their sequence. Children concentrate on using different levels, directions, speeds and pathways to improve the variety and 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 travel movements. 5) Decrease the number of balances. 6) Decrease the number of jumps. 7) Decrease the sequence difficulty. <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 travel movements. 5) Increase the number of balances. 6) Increase the number of jumps. 7) Increase the sequence difficulty.
<p>Cool Down:</p>	<p>Assessment Opportunities:</p>
<p>“Single Leg Dip and Extension”</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. On returning to standing position, extend ankle and rise up onto their toes with control. Complete 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 6 contrasting actions on apparatus. • Describe how intense sequences on apparatus feels. • 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, Demo.
<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 groups and create a sequence containing at least 6 gymnastic actions, including a start and end position, shapes, travels, balances, rolls jumps and leaps, 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 shapes. 6) Decrease the number of travel movements. 7) Decrease the number of balances. 8) Decrease the number of rolls. 9) Decrease the number of jumps/leaps. <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 shapes. 6) Increase the number of travel movements. 7) Increase the number of balances. 8) Increase the number of rolls. 9) Increase the number of jumps/leaps.
<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.

