

# Knowsley Approach to Gymnastics Key Stages 1 & 2



# Introduction

*Welcome to the Knowsley approach to gymnastics for Key Stages 1 & 2. Enjoy using the scheme and make gymnastics a fun area of PE to teach.*

## **The Scheme**

*Each year group has 10 session plans. Session plan means that they should take more than one lesson to complete. They have suggested learning objectives, tips for success (teaching points), assessment pointers and an indicator of how the lesson splits up according to a multi-abilities framework (the green boxes). You may decide to use a few learning objectives from one session in one lesson and cover the rest in the next lesson. They are not set in stone so be creative too!*

## **STEP – Space, Task, Equipment, People**

*Each card also has STEP suggestions. These will help extend the lesson from one to the next, challenge more able students and give new ideas. When using STEP follow the format of the ‘Activities’ section using the ideas presented as the instructions.*

## **Multi-abilities**

*These session plans incorporate the multi-ability framework to encourage an holistic physical education environment that caters for a full range of pupils' talents. The multi-ability framework supports inclusive opportunities for all pupils to be recognised and achieve within a range of physical education contexts. For example*

***Physical** ability is pupil's competence and fitness to perform a range of physical abilities.*

***Social** ability is exhibited in social contexts, and is the basis of leadership, teamwork*

***Cognitive (thinking)** ability is shown in planning and compositional settings*

***Creative** ability is evidenced when learners respond to challenges and tasks with fluency, originality and sensitivity to problems.*

**Key  
Stage 1**

**Year 1**

**Year 2**

**Year 3**

**Key  
Stage 2**

**Year 4**

**Year 5**

**Year 6**

# **Year 1**

**Session 1: Using the space**

**Session 2: Balance**

**Session 3: Apparatus**

**Session 4: Towards / Away**

**Session 5: Slide, push, pull**

**Session 6: Same body parts**

**Session 7: Rock & Roll**

**Session 8: Using apparatus**

**Session 9: Jumping**

**Session 10: Combinations**

# Year 2

Session 1: High to low to high

Session 2: Apparatus

Session 3: Matching

Session 4: Apparatus

Session 5: Pathways

Session 6: Pathways on apparatus

Session 7: Bouncing, jumping, landing

Session 8: Step into....

Session 9: Jumping from height

Session 10: Hanging and swinging

Key  
Stage 1

Year 1

Year 2

Year 3

Key  
Stage 2

Year 4

Year 5

Year 6

**Key  
Stage 1**

**Year 1**

**Year 2**

**Year 3**

**Key  
Stage 2**

**Year 4**

**Year 5**

**Year 6**

# Year 3

**Session 1: 2 point balances**

**Session 2: Matching**

**Session 3: Set sequences**

**Session 4: Spin, travel, spin**

**Session 5: Tuck and pin**

**Session 6: Turning**

**Session 7: Towards & away from a partner**

**Session 8: Jump for it**

**Session 9: Star shapes**

**Session 10: All shapes and apparatus**

**Key  
Stage 1**

**Year 1**

**Year 2**

**Year 3**

**Key  
Stage 2**

**Year 4**

**Year 5**

**Year 6**

# Year 4

**Session 1: Balance and shapes**

**Session 2: Actions and directions**

**Session 3: L-shaped pathway on apparatus**

**Session 4: Match v contrast**

**Session 5: Wheeling**

**Session 6: Starting positions**

**Session 7: Partner relationships /apparatus**

**Session 8: Full & half turns**

**Session 9: Under and through**

**Session 10: Apparatus**

**Key  
Stage 1**

**Year 1**

**Year 2**

**Year 3**

**Key  
Stage 2**

**Year 4**

**Year 5**

**Year 6**

# Year 5

**Session 1: Twisted shapes**

**Session 2: Mirroring**

**Session 3: Matching**

**Session 4: Swinging**

**Session 5: Moving out of balances**

**Session 6: More mirroring**

**Session 7: Wheeling**

**Session 8: Weight on hands**

**Session 9: Moving into balances**

**Session 10: Same dynamic, contrasting actions**

**Key  
Stage 1**

**Year 1**

**Year 2**

**Year 3**

**Key  
Stage 2**

**Year 4**

**Year 5**

**Year 6**

# Year 6

**Session 1: Moving out of**

**Session 2: Symmetrical & asymmetrical**

**Session 3: With apparatus**

**Session 4: Performing sequences to music**

**Session 5: Composing a sequence to music**

**Session 6: Contrasting partner floor patterns**

**Session 7: Unison and Canon**

**Session 8: Counter balance**

**Session 9: Flight from hands**

**Session 10: Class composition**



**Learning Objectives:**  
Children should learn;

- To travel in different ways from low to high
- To combine travelling actions together and remember a short sequence
- To describe and copy simple ways of travelling
- To be aware of others in space
- How the body feels when relaxed and tense

**Equipment:**

- Floor space
- Tambourine
- Hoops
- Music (optional)

# Activities

**Warm up**

- Children walk anywhere in the space and stop still on command. Change the walk to a jog and a run.
- When children stop ask them to curl into a ball on the floor then grow as tall as they can. Ask them to stretch their arms and extend their legs as much as they can.
- Discuss high and low levels

**Development**

- Can the children walk on their tip toes around the space? What other ways can they travel on a 'high' level e.g. skipping, hopping?
- Contrast this with travelling on a 'low' level. Can children travel on hands and feet e.g. crab, bunny hop
- Watch other children and copy their ideas

**Composition**

- Children to link one way of travelling high with one way travelling low. Can they use different actions?
- How do the children link the actions together? Can they use a turn, a jump?
- Explain how to put a short sequence together – Start-Middle-End.
- Children to practise, remember and repeat a short sequence holding the beginning and end position.

**Cool Down**

- Demonstrate and explain how their bodies feel when relaxed and tense
- Describe which levels and travelling actions they have explored

**Tips for success**

- Encourage children to stretch to their full range
- Repeat the word 'stretch, stretch, stretch' – it works!
- Ensure children stop still
- Use a white board to write down key words to aid learning
- Ask children to watch others and describe what they see
- Instil in children the sense of presentation

**S** – explore different pathways when travelling e.g. curved, zig-zag

**T** – play a game of 'Stubborn Donkey' to emphasise body tension

**E** – place hoops in the space for children to travel around

**P** – children perform to a partner and copy one movement for their sequence

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can the children demonstrate travelling from low to high?
- Can the children combine travelling actions and remember a short Sequence?
- Are children aware of others in the space?
- Can they describe &/or show the difference between tense and relaxed?

**Year 1 Gymnastics**  
**Session 2: Balance**

**Learning Objectives:**  
**Pupils should learn;**

- To balance on small body parts e.g. hands and feet
- To demonstrate big and small shapes as they balance
- To combine balances on small body parts with travelling from high to low.
- Describe ways to balance on small body parts

**Equipment:**

Hoops/ movement spots  
Tambourine

# Activities

**Warm up**

- Children walk anywhere in the space and stop still on command. Children choose their own way to travel.
- Stretch in a variety of ways reminding children about feeling tense and relaxed e.g. slowly stretch their fingers as wide as possible then relax and let them go floppy

**Development**

- Using a hoop or movement spot, children work on it/ in it to explore balances using hands and feet
- Can they use both at the same time?
- Can they face in different directions e.g. upwards, downwards?
- Can they show body tension as they balance?
- Can they use one hand and one foot?
- What other small body parts can they use?

**Composition**

- Children travel from their hoop/spot to another and return. Repeat on a high level and a low level.
- Choose a balance to perform when they arrive at a new hoop/spot.
- Perform a different balance when they return to their hoop/spot.
- Remind children about sequences and performing.
- Children to practise and repeat a sequence to perform.

**Cool Down**

- Children return to their hoop/ spot and play 'Dying Fly'.
- Children talk about the parts of the body they have balanced on.

**Tips for success**

- Use children to demonstrate good practise.
- Set rules for using hoops/ movement spots.
- Use pictures to help children with ideas.
- Emphasise quality not speed. Extension and tension are key words.
- Tell children why something is good e.g. because your legs were straight and toes pointed.

**S** – children travel to more than one new hoop/ spot to extend their sequence

**T** - To balance on different body parts showing **narrow** and **wide** shapes

**E** – Remove the hoops/ spots – can children perform their sequence on the same pathway?

**P** - To work alongside a partner

Physical

Social

Thinking

Creativity



**Assessment**

- Can the children balance on small body parts?
- Can the children demonstrate big and small shapes as they balance?
- Can the children combine balances and travelling to perform a sequence they can remember?
- Can the children tell you or a partner different ways to balance?

**Year 1 Gymnastics**  
**Session 3: Apparatus**

**Learning Objectives:**  
**Pupils should learn;**

- To explore different ways of moving e.g. under, over, through apparatus
- To select and perform ways of moving over, under, through apparatus and link with travelling
- The names of pieces of apparatus
- How to carry apparatus safely

**Equipment:**

Low level apparatus e.g. benches, trestle tables  
Moving apparatus resource card  
Hoops/ movement spots

# Activities

**Warm up**

- In pairs play a game of follow my leader travelling in the space.
- Continue by leading each other through different stretches/ balances taking weight on various body parts e.g. hands and feet, narrow shape on tummy, wide shape on back

**Development**

**Children will need to be taught how to carry and place apparatus.**

- Children to explore ways of travelling around their apparatus station thinking about the words ‘under’, ‘over’, ‘through’.
- Watch other children and copy their ideas.
- Talk about if the action is ‘under’, ‘over’ or ‘through’.

**Composition**

- Children to travel around the station using a ‘high’ level.
- When they reach a piece of apparatus they travel ‘under’, ‘over’ or ‘through’.
- On teaches command children stop and perform a balance. Vary the type of balance e.g. narrow, wide, small body parts.

**Cool Down**

- Return apparatus to the correct storage place. Reinforce the rules set earlier.
- Play **‘Tired Cats’** - stretching as long and as wide as possible.
- Test children on the rules when carrying apparatus.

**Tips for success**

- Encourage children to communicate without talking when playing follow my leader.
- Set rules when using apparatus.
- Write key words on a white board of flip chart.
- Apparatus placed randomly in the space.
- Help children by calling ways to travel and be still.

**S** – children must travel around the space using a set pathway e.g. zig-zag

**T** – move only in one way around the apparatus e.g. over it.

**E** – children choose 3 pieces of equipment to work on. Do you have to add actions to your sequence to make it work?

**P** – use follow my leader

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can the children demonstrate different ways to travel over, under, through apparatus?

Can the children decide which movements are ‘best’ to perform in a sequence?

Can children name different pieces of apparatus?

Are children able to move apparatus safely and quickly?

**Learning Objectives:  
Pupils should learn;**

- To travel creatively towards and away from apparatus
- To balance while in contact with apparatus
- To link travelling with stillness on apparatus
- To know how it feels to achieve something new

**Equipment:**

Low level apparatus e.g. benches, trestle tables  
Hoops/ movement spots

# Activities

**Warm up**

- Children place one body part on the floor and stretch as far as possible away from it.
- Ask different children to choose a way to travel slowly around the space, then quickly. Children follow the commands.
- Explain the terms ‘towards’ and ‘away from’.

**Development**

- With apparatus placed randomly in the space, children travel using high and low levels avoiding the apparatus.
- In small groups, each group allocated a small piece of apparatus, children explore ways of travelling ‘towards’ and ‘away’ from the apparatus. Encourage travelling in different ways and on different levels.
- Add balances when in contact with the apparatus – remind children about narrow, wide shapes, under and on the apparatus.
- Watch and copy other children actions.

**Composition**

- Children to link their favourite movements together to make a sequence. It should include travelling towards and away from apparatus, using high and low levels and two different shapes.
- Practise, remember and perform their sequence.
- Perform it twice through as a final presentation

**Cool Down**

- In a space, children perform different stretches breathing slowly

**Tips for success**

- Use children to demonstrate actions and ask others to describe what they are doing.
- Draw a diagram to show children what towards and away apparatus looks like.
- Discourage queuing. Children start from different points around the apparatus. Use spots if needed.
- Emphasise tension and quality movements.

**S** – travel to apparatus far away from the starting piece

**T** – replace a movement in the sequence e.g. change a narrow balance for a wide balance

**E** – put two pieces of equipment together to make the station bigger.

**P** – use a partner to stretch away from e.g. place palm to palm and stretch away.

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can the children demonstrate creatively ways of travelling towards and away from apparatus?

Can children show that they can balance whilst in contact with the apparatus?

Can the children link travelling actions with moments of stillness on the apparatus?

Can children describe how it makes them feel when they achieve something new?

**Learning Objectives:  
Pupils should learn;**

- To experience different ways to slide using push and pull actions
- To travel along different pathways and link with sliding actions
- To copy what a partner is doing
- To describe their own or others sequence

**Equipment:**

Lively music  
Low level apparatus for extension work

# Activities

**Warm up**

- Play a game of **‘Musical Shapes’** – stipulate the shape children must show e.g. sitting in a tucked position, standing in a wide star shape, stretching as high as possible on tip toes.
- Ask children how they feel after moving to lively music.

**Development**

- Explore travelling on different body parts of the body e.g. seat and hands, tummy and hands, back and feet.
- Can the children describe the actions they are doing? Use a child to demonstrate a sliding action and children describe what they see.
- Children experiment ‘pulling’ and ‘pushing’ using their hands/ feet starting on their tummy, back and seat.

**Composition**

- Children to link a sliding action with another way of travelling e.g. sliding backwards on their seat using hands and feet to push followed by a log roll in a sideways direction.
- Extend this to travel on a short and a long pathway. Can they work at different speeds and levels?
- Watch other children and copy and add one movement that they liked to their sequence.
- Practise, refine and perform their sequence.

**Cool Down**

- Children jog then walk on long and short pathways following instructions. Encourage deep breaths. Stretch high and low.

**Tips for success**

- Emphasise being totally still when showing a shape.
- Encourage children to be as creative as possible – experiment!
- Give children an example when asking them to describe what they see.
- If children receive feedback give them chance to react and refine. Get them to perform again.

**S** – include 2 or 3 different pathways to travel along.

**T** – explore sliding actions using different combinations of body parts.

**E** – explore sliding actions along, through apparatus. Travel between pieces.

**P** – work with a partner and experiment with ways of using each other to slide on different pathways.

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can the children demonstrate different ways to slide using push and pull actions?
- Can children demonstrate the use of different pathways?
- Are children able to copy a partner’s actions exactly?
- Can the children verbally describe actions they are doing and seeing?

**Year 1 Gymnastics**  
**Session 6: Same body parts**

**Learning Objectives:**  
**Pupils should learn;**

- To balance and travel using the same combination of body parts
- To combine balancing and travelling using the same combination of body parts to make a short sequence
- Travel along straight pathways
- Describe how their body feels when exercising

**Equipment:**

Movement spots/ ropes  
Low level apparatus

# Activities

**Warm up**

- Children to travel in the space using the actions walk, jog, run. They decide which order to perform them in. Encourage children to look for the space.
- Repeat this using only straight pathways. Can children demonstrate a quick change in direction.

**Development**

- Ask children to name body parts that they can travel on as well as balance on.
- Children to explore balance on two feet, then travel on two feet; balance on hands and feet, then travel on hands and feet; balance on back, then travel on back.
- Explore own ideas, show their ideas in small groups then copy an idea they liked the best. Why did they choose that idea?

**Composition**

- To collect two movement spots or a rope and place in the space on a straight pathway.
- Children to balance on a spot (one end of the rope), travel to the next spot using the same body part then show a different balance using the same body part.
- Practise, repeat and perform their sequence. Test learning by asking children to show their beginning, middle and end in isolation.

**Cool Down**

- Children to find a space and stretch body parts away from them.

**Tips for success**

- Draw the space on a white board or flip chart and a series of arrows showing straight pathways.
- Encourage children to show answers as well as talk about them. Others can then describe what is happening.
- Ask children how their body feels when they have practised/ performed their sequence.

**S** – children to repeat their sequence over a larger distance.

**T** – children to add a different pathway to their sequence.

**E** – children to balance off a piece of apparatus, travel towards it then balance on apparatus using same body parts.

**P** – perform with a partner

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can children demonstrate balancing and travelling on the same combination of body parts?

Do they know how what a straight pathway is and how to travel along it?

Can they combine travelling and balancing on the same body parts in interesting ways?

**Year 1 Gymnastics**  
**Session 7: Rock & Roll**

**Learning Objectives:**  
**Pupils should learn;**

- How to rock successfully on different body parts
- To rock into a rolling action
- To select and combine ways of rocking and rolling with travelling
- How to collect, move and place mats safely

**Equipment:**

Mats  
Low level apparatus and resource card  
Lively music

## Activities

### Warm up

- Play a game of **'Musical Body Parts'**. Children travel to lively music (run, hop, jump, skip) and when the music stops touch the floor with a body part shouted out by the teacher.
- Children sit with their legs out in front of them, so their legs are tense. Introduce the concept of rocking by asking them to rock from side to side in this position. Legs should stay together.

### Development

- How else can you rock from side to side? E.g. from foot to foot
- On mats experiment on the back and on the tummy.
- What other directions can you rock in? E.g. forwards to backwards
- Develop rocking into rolling e.g. can the children rock from side to side on their back then perform a log roll? Ask the children what shape they are in when performing this i.e. narrow shape.
- Can children rock forwards to backwards into standing?
- Watch other children and copy their ideas.

### Composition

- Demonstrate ways to rock and roll across the mat.
- Travel around the mat sideways. How do you turn travelling actions you know into sideways action? Link with rocking and rolling across the mat.
- Encourage linking movements to join the two parts together.
- Practise, perform and refine. Repeat as a final presentation.

### Cool Down

- Lie on backs and stretch then relax. Repeat on tummy.

### Tips for success

- Finish with children sat on their seat as it is easy to explain/ move onto the next activity when they are still.
- When rocking from side to side children should be tense.
- If working on 2's on the mat, 1 can be moving on the mat and the other around it. When 1 reaches the other side they swap over.

**S** – explore ways to travel in a sideways direction.

**T** – select and link three different ways of moving across the mat. Include a sideways action, a rock into a roll.

**E** – use apparatus to roll off.

**P** – when rocking forwards to backwards work with a partner to help you to your feet. Reach for their hands.

Physical

Social

Thinking

Creativity



### Assessment

- Can the children demonstrate the action of rocking using different body parts?
- Are children able to successfully rock into a rolling action?
- Can children perform a sequence that they can remember that combines rocking and rolling actions?
- Can children safely collect, move and place mats in the space?

**Learning Objectives:  
Pupils should learn;**

- How to perform a range of movements on, off and around apparatus
- To copy simple movements showing precision
- To select and link movements together to make a short repeatable sequence
- To understand how to share equipment with others for theirs and others safety

**Equipment:**

Mats  
Large apparatus

# Activities

**Warm up**

**Place large apparatus in the space with mats at the start.**

- Children walk about the space avoiding the apparatus. Repeat hopping, bouncing and travelling on hands on feet. What other ways of travelling have not been used – demonstrate them.

**Development**

- Explore the apparatus by giving children a selection of actions to focus on in turn e.g. balancing, sliding, rocking.
- Teach individuals, groups or whole class specific actions e.g. bunny hop over a bench, a forward roll off a bench or trestle table, log roll on large table, jump onto and off a table top/ box top.

**Composition**

- Children to compose a creative sequence using actions they have learned. They must demonstrate a variety of actions moving onto, off and around the apparatus.
- How many actions can they perform in a certain amount of time? They should not substitute QUALITY for QUANTITY.
- Practise, perform and refine. Respond to feedback and perform again.

**Cool Down**

- Return equipment to it's original position.
- Ask the children what they have done that was different today and what they have enjoyed.
- ask the children why rules are important when using apparatus.

**Tips for success**

- Write ways of travelling on a white board or flip chart.
- Reinforce apparatus rules by asking children what they are and suggest they avoid touching each other.
- Use pictures or other children to demonstrate specific actions if you are not comfortable yourself.
- Encourage creativity and celebrate it.

- S** – perform the sequence travelling from one piece of apparatus to another.
- T** – add a different pathway to the sequence to make it longer.
- E** – choose two different pieces of apparatus to work on.
- P** – find ways to avoid others when performing the sequence.

Physical

Social

Thinking

Creativity



**Assessment**

- Can children demonstrate a variety of movements on, off and around apparatus?
- Are children able to copy simple movements showing precision and tension?
- Can children select and link movements together and repeat the sequence in the same order?
- Do children demonstrate co-operation when working with others on apparatus?



**Year 1 Gymnastics**  
**Session 9: Jumping**

**Learning Objectives:**  
**Pupils should learn;**

- To experience the five basic jumps
- To travel in a small space and a big space
- To select and combine different jumping actions with travelling in big and small spaces
- To describe what happens to their heart rate when jumping in the space

**Equipment:**

Movement spots/ hoops  
Jumps resource card  
Low level apparatus for extension work

## Activities

### Warm up

- Play a game of **'Beans'**. When the children are 'jumping beans' encourage them to jump in different ways.
- Ask the children to describe or demonstrate the different types of jumps they thought of.

### Development

- Children collect a hoop or a movement spot and place it in a space.
- Can the children jump in front of the spot/ hoop? Behind? To the right? To the left? 2 feet to 2 feet.
- Can the children repeat but on 1 foot? A hop – on the left then on the right foot?
- Can the children jump away from the spot/ hoop and back again?
- Can the children travel around the space in a variety of ways avoiding the hoops/ spots? When they reach a hoop/ spot can they jump into it and then out of it?

### Composition

- Can the children perform a pattern that includes a jump off/ out of the spot/ hoop, around the spot/ hoop, travel to another spot/ hoop, and repeat from the beginning?
- Children practise, refine and perform.
- Can they describe what they are doing as they perform their pattern?

### Cool Down

- Pupils return to their spot/ hoop and stretch their legs

### Tips for success

- When children demonstrate a new way of jumping stop the class and ask them to demonstrate.
- Encourage children to jump high when jumping from the spot. Push from the foot through bent knees using arms to help lift.
- When landing make sure children bend the knees landing gently 'into' the floor

**S** – perform a different at every new spot/ hoop.

**T** – can the children perform all 5 jumps in their pattern?

**E** – children to repeat the lesson using low level equipment. How can they jump off apparatus safely using a variety of jumps?

**P** – working with a perform a pattern that demonstrates all 5 jumps.

Physical

Social

Thinking

Creativity



### Assessment

Can the children demonstrate the five basic jumps?

Do children respond to the instructions and show a difference when travelling in small and big spaces?

Are children able to select the jumps they are able to do well and combine them into a travelling sequence?

**Learning Objectives:  
Pupils should learn;**

- To combine travelling with jumps and balances
- To perform their sequence showing tension, creativity and fluency
- To describe the actions in their sequence
- Why each lesson should start with a warm up

**Equipment:**

Resource cards – What makes a good balance, 5 Jumps, balance pictures  
Low level apparatus

# Activities

**Warm up**

- Teacher led warm up recapping key learning points from the unit;
  - Travelling from high to low and in a variety of ways
  - Jumping combinations
  - Still balances on different body parts
- Do the children recognise this part of the lesson as a warm up?

**Development**

- Children to travel in different ways showing at least 2 pathways over a short distance returning to their starting point.
- Children to jump in at least 2 different ways demonstrating safe landing.
- Children to show at least 2 different balances on different body parts showing contrasting shapes e.g. narrow and wide.

**Composition**

- Children to link 3 different actions together i.e. jump, travel, balance. They decide the order to perform them in.
- Can children incorporate a change of level, speed and direction?
- Are their bodies showing tension? Is their sequence fluent and precise?
- Children to perform
- Can children describe their own sequence and that of another child? Can they pick out the key learning objectives?

**Cool Down**

- Children to lead a partner through some calming down exercises.

**Tips for success**

Use resource cards to remind children of their learning and to demonstrate quality movements.

Write key words on a white board or flip chart.

Encourage children to be creative and not just copy their friend.

As children are practising, praise good work by telling children **WHY** it was good e.g. head was up.

**S** – can children extend their sequence to cover a larger space?

**T** - to perform their sequence over, under, through apparatus.

**E** – to show different jumps on and off apparatus and along it to add to their sequence.

**P** – combine their sequence with a partner’s sequence.

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Are the children able to demonstrate their learning from the unit by performing a sequence that includes travelling along different pathways, jumping and balancing?

Does the sequence look right? Tension, control, fluency, creativity?

Can the children talk about what they have learned?

## Year 2 Gymnastics

### Session 1: High to low to high

#### Learning Objectives: Pupils should learn;

- To travel continuously moving from high to low, to high..
- To explore ways of changing level as they travel – know which are easy and which are hard.
- To incorporate changes of level into sequences.
- To describe the difference in how their body feels during parts of the lesson

#### Equipment:

Lively music  
Mats

## Activities

### Warm up

- Play a game of **'Musical Shapes'** – when the music stops children stop in a high shape then a low shape and so on. Can they remember which level without being told?
- Ask the children what they have learned before about moving from high to low.

### Development

- Children recap their own ways of travelling in the space. Can they name one that used a high level (jump) and a low level (crawl)?
- If they walk on their tip toes how do their legs feel? To walk on a low level what do they need to do? Is this easy or hard?
- Explore other ways of travelling from high to low and think about how easy or difficult it is. What makes it easy or difficult?

### Composition

- Link ways of moving from high to low, to high to make a continuous sequence. Children to select at least 3 ways of travelling to form a sequence they can repeat.
- Can you choose a different way to travel on a low level and a high level?
- Do you move faster or slower when travelling in certain ways?
- Practise, remember and perform. All children to start and finish at the same time showing a still position.

### Cool Down

- Stretch from low to high, to low slowly and repeat.

### Tips for success

- Remind children about the use of tension.
- Let children watch each other to get ideas.
- Use a video camera to show children what they look like.
- Write key words on a flip chart or white board.
- Use symbols/ pictures to illustrate feelings - ask children to stand next to the one that describes them

**S** – use balances as linking movements and show a change in direction after each one.

**T** – can children take weight on hands e.g. bunny hop when moving from high to low?

**E** – can children use mats to include a roll in their sequence?

**P** – perform to a partner.

Physical

Social

Thinking

Creativity



### Assessment

- Can children move continuously from high to low, to high? Does it look right?
- Do children show ways of moving from high to low, to high that allow for smooth transition?
- Are children able to show changes of level in their sequences?
- Can children describe how their body feels during different parts of the lesson?

**Learning Objectives:**  
**Pupils should learn;**

- To travel smoothly from a high to a low movement when on apparatus
- To combine travelling and balancing actions with smooth changes of level on apparatus
- To describe the levels and actions they are performing
- To comment on another person's work

**Equipment:**

Low level apparatus  
Mats  
Picture cards

## Activities

**Warm up**

*Children place equipment in the space ready to use.*

- Children to travel in and out of the apparatus avoiding contact with it and other children. On the teachers command children stop, make contact with the floor, mat or apparatus and stretch away from it. Repeat stretching different parts each time.

**Development**

- Using the apparatus allocated, children explore different ways of travelling over, under, through and around changing levels as they move.
- Explore high balances on the apparatus or in contact with it. Repeat exploring low balances. What is the difference between the number of body parts on contact with the floor/ apparatus when performing high and low balances?
- Can children move smoothly from a high balance to a low to a high? What linking moves are best?

**Composition**

- Children choose their own travelling and balancing actions to form a sequence that includes high and low levels.
- Can they alternate to use of levels? How do they work with the apparatus and other children to form a sequence that works?

**Cool Down**

- Travel in the space from fast to slow. Stretch from high to low.

**Tips for success**

- Recap safety rules when carrying and working on equipment.
- Show children what you mean by 'smooth'.
- Encourage children to keep moving and not wait for apparatus to be empty.
- Remind children about the start and end of their sequence.

**S** – incorporate the floor space around the apparatus into the sequence.

**T** – alternate actions on and off the apparatus.

**E** – work on a new apparatus station.

**P** – as a small group discuss where the best starting point is for everyone to allow everyone to work at the same time.

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can children move smoothly from a high to a low movement when on apparatus?  
Do the changes in level look smooth or do they look disjointed?  
Can children describe the levels and actions they are performing?  
Are children able to make comments about other people's work that are descriptive e.g. Jimmy performed a walk on tip toes, he had tension in his legs and was high up?

**Learning Objectives:**  
**Pupils should learn;**

- To balance and travel using combinations of body parts that are far way and close together
- To match a partners balance
- To combine actions to make a sequence that can be performed alone and leading/ following a partner

**Equipment:**

Warm up card  
White board/ flip chart  
Balance pictures

# Activities

**Warm up**

- Travel in the space and on command jump to make a wide shape. Repeat with narrow shapes and balances so body parts are far apart and/ or close together.
- Play the **'Matching'** game.

**Development**

- Practise taking weight on a series of body parts e.g. hands and feet, forearms and feet, forelegs and hands, side, seat.
- Add stretching body parts as far apart as possible or far away from body part used to balance on e.g. 2 hands-2 feet space as far apart as possible whilst still showing tension or if on seat stretch hands as far away from it as possible.
- Choose a preferred balance and practise it.
- With a partner practise 'matching' each other's balances.
- Individually explore different ways to travel with hands far apart, with feet far apart, on feet and hands far apart.
- Choose a preferred way to travel and practise it.
- With a partner practise 'matching' each others ways of travelling.

**Composition**

- Link balancing high, travelling and balancing low with body parts far apart to form a sequence. Practise and perform to a partner.
- By leading and following a partner, match each others sequences.

**Cool Down**

- Lead a partner through a series of stretches copying exactly.

**Tips for success**

- Help children choose body parts e.g. one foot, forearm, foreleg or hip **combined with** one hand, foot, shoulders.
- Ensure children do not take weight on their knees or elbows.
- Use picture cards to help with balance ideas.
- Remind children about quality balances and body tension.

**S** – if your sequence covers a small space make the travels big and vice versa.

**T** – repeat the session focussing on body parts being close together.

**E** – use video cameras to record children sequences. Show them where they could improve.

**P** – teach your sequence to another pair.

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can children balance and travel using combinations of body parts that are far way and close together? Do they show variety?

Do children understand what to match a partners balance means and demonstrate it?

Can children combine actions to make a sequence that can be performed alone and leading/ following a partner?

**Learning Objectives:**  
**Pupils should learn;**

- To balance and travel using combinations of body parts that are far way and close together on apparatus
- To match a partners sequence on apparatus
- To combine actions to make a sequence that can be performed leading and following a partner

**Equipment:**

Apparatus including any fixed apparatus  
Tambourine

## Activities

**Warm up**

- Children play a game of **'follow my leader'** travelling in the space. On the teachers command find a new partner.
- In a space, lead each other through a series of balances and stretches concentrating on far apart and close together.

**Children to get out pieces of apparatus and place in the space**

**Development**

- Children to recap ideas from their sequences from the previous sessions.
- Explore ways of travelling over, under, through and on apparatus with hands/ feet far apart and close together. Can they alternate far apart and close together?
- Which is the easiest way to travel and the hardest way to travel?

**Composition**

- Link at least two ways of travelling with feet far apart and close together on and around the apparatus.
- Find ways to add two balances to the sequence. Decide where a balance best fits. Is it when someone else is on the apparatus you need to use? Does it help to link travelling actions together? Is it on the teachers command 'STOP'?

**Cool Down**

- Teacher shakes a tambourine and children travel or balance. When they hear 'bang' change their action to something opposite.

**Tips for success**

- Give children ways to travel to ensure variety.
- Make sure children understand what 'to match' their partner means.
- Give children prompts to help them with ideas e.g. balance using hands.
- Write key words on the white board/ flip chart.
- Use picture cards to help with ideas.
- Encourage children to talk.

**S** – find the best place for you and a partner to start.

**T** – practise an action you find difficult, refine it and add it to your sequence.

**E** – work on another apparatus station – do you have to change any actions?

**P** – lead and follow a partner through your sequence. Match the sequence exactly.

Physical

Social

Thinking

Creativity



**Assessment**

Can children balance and travel using combinations of body parts that are far way and close together on apparatus? Are they confident when performing?  
Are children able match a partners sequence on apparatus showing quality?  
Can children work together to combine actions to make a sequence that can be performed leading and following each other?

**Learning Objectives:**  
**Pupils should learn;**

- To travel around and on various pathways including straight, zig-zag, curved
- To combine ways of travelling with the use of different pathways
- To respond to instructions when working alone and with a partner

**Equipment:**

White board/ flip chart  
Paper and pencils

# Activities

**Warm up**

- Walk/jog/run in the space gradually faster. On the command STOP children must stop still and be in a space. How quickly do they respond? Do they look for the space or follow each other around?
- Repeat but on STOP change the instruction e.g. bounce on the spot, hold a 2 point balance.

**Development**

- Start in a space and ask children to run in a straight line to another space. What should they do if they meet another person? Stop or change direction and look for another space. Repeat several times.
- Run to 3 different places, always travelling in a straight line. What patterns can you make? Always straight – no kinks!
- What other ways can you travel? E.g. backwards, sideways.
- Can you travel along straight pathways using different body parts?

**Composition**

- Decide on three different straight pathways to travel along, three different ways to travel using different body parts and link together to form a repeatable pattern.
- Practise and perform. Can you perform the pattern again from your end position?
- As a final performance perform three times making sure the start and finish positions are still.

**Cool Down**

- Stretch the body on as many straight lines as possible

**Tips for success**

- Ensure children respond to immediately to the command STOP.
- Make sure children actually are STILL.
- Draw straight pathways to illustrate the learning and encourage them to add to the patterns.
- Let children draw pathways on their own paper, experiment then choose one.

**S** – can children perform their sequence using letters that have a straight pathway? E.g. L, E, T, F, V  
**T** – repeat tasks following zig-zag & curved pathways.  
**E** – use paper with capital letters on in the space and children travel in response to the letter they are near.  
**P** – work alongside a partner, side by side.

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Do children understand the difference between pathways they can travel around and on?  
 Can they demonstrate different ways to travel using straight, zig-zag and curved pathways? Do they show creativity and variety of actions?  
 Can they respond to instructions when working alone and with a partner

**Year 2 Gymnastics**  
**Session 6: Apparatus**

**Learning Objectives:**  
**Pupils should learn;**

- To travel on straight, zig-zag and curved pathways alone and with a partner on apparatus
- Link movements as a pair to form a sequence
- To choose when to work alongside a partner and when to lead and follow
- Describe how it feels to work with someone else

**Equipment:**

Low and high level apparatus  
Apparatus station cards  
Pathway cards

# Activities

**Children to place apparatus in the space using the apparatus cards.**

**Warm up**

- Children travel in and out of the apparatus. On the command 'ON' they stop and hold a balance on a piece of apparatus or 'OFF' stop and perform an action on the stop e.g. hopping, jumping high.
- Children to travel using straight, zig-zag, curved pathways.

**Development**

- Explore how to travel on a straight pathway over, under, through and on apparatus.
- Can they make their bodies straight as they move e.g. slide on tummy along a bench, rotate 45°, forward roll onto a mat then log roll along the mat?
- Find different body parts to travel on. Can you transfer weight?
- Share ideas with a partner.

**Composition**

- Using ideas explored together, link movements together to form a 'matching' sequence. Decide when to move alongside each other and when to lead and follow? What might help you decide?
- Practise and perform for other pairs using the same apparatus.

**Cool Down**

- Describe what they liked best about theirs and another's sequence.

**Tips for success**

- Remind children of safety rules when working on apparatus.
- Give children time to complete tasks – don't move on too quickly.
- Use STEP for those who need to move on.
- Work with children to help with ideas then ask them to demonstrate.

**S** – can children move from one apparatus station to another staying on task?

**T** – repeat tasks using different pathways i.e. zig-zag, curved. Can children use more than one in their sequences?

**E** – move to a different apparatus station and repeat tasks.

**P** – swap partners

**Physical**



**Social**



**Thinking**



**Creativity**



**Assessment**

Can children travel on straight, zig-zag and curved pathways alone and with a partner on apparatus?

Are children able to link movements as a pair (input from both) to form a sequence?

Do they know when to work alongside a partner and when to lead and follow?

Do children like working with a partner? Can they explain why they do or do not?



## Year 2 Gymnastics

### Session 7: Bouncing, jumping, landing

#### Learning Objectives: Pupils should learn;

- To jump in a variety of ways and land safely
- To jump high and perform a shape whilst in the air
- Combine jumping with travelling
- Which muscles are working when jumping

#### Equipment:

White board/ flip chart  
Hoops/ ropes/ movement spots

## Activities

### Warm up

- Command warm up to engage children to respond to instructions quickly e.g. sit, stand, lie down, jog on the spot, balance on 2 body parts, kneel. Can the children shout out other ideas?
- Repeat several times. Ask the children how it makes them feel.

### Development

- Can you travel in the space without walking/ jogging/ running? (hopping, skipping, jumping, bouncing, galloping)
- Explore i) hopping 1 foot to 1 foot, ii) hopscotch 2 feet to 1 foot to 2 feet, iii) bouncing 2 feet to 2 feet.
- Can you travel in directions other than forwards? Are some ways easier/ harder than others?
- Bounce on the spot bending ankles and knees on landing.
- Jump on the spot. What is the difference between a bounce and a jump? Try jumping using the arms and without using the arms. Which one allows you to jump higher?
- Run into a space, jump, land and sink to the ground.

### Composition

- Link travelling, jumping to land on 2 feet, sinking and rolling to form a sequence that can be repeated. The sequence should start and finish on the feet.
- Practise, refine and perform.

### Cool Down

- In a space children shake and rub their legs so they are wobbly.
- Point to the muscles that have been working the most.

### Tips for success

- Keep the warm up quick.
- Use children to demonstrate good examples.
- Encourage children to practise hopping on their non dominant foot.
- When bouncing children should be on the balls of the feet and lightly.
- When jumping head up, swing arms up, 'squashy' landing.

**S** – experiment with different pathways and directions when travelling in the space.

**T** – when jumping high can you add a shape in the air? How many different shapes can you perform?

**E** – use hoops, movement spots or a rope to jump on or over.

**P** – lead/ follow a partner

Physical

Social

Thinking

Creativity



### Assessment

- Can children jump in a variety of ways and land safely?
- Are children able to jump high and perform a shape whilst in the air?
- Are children creative when combining jumping with travelling? Do they use different pathways and directions?
- Do children know muscles are working when jumping?

**Learning Objectives:**  
**Pupils should learn;**

- To step into a jump or balance
- To add 'stepping into' balances and jumping into sequences
- To describe what they are doing and why
- To know where else they could use 'stepping into...'

**Equipment:**  
Movement spots

## Activities

### Warm up

- Run in the space avoiding others using small steps. Repeat using large steps. Which makes you work harder? Do you notice anything different in your breathing?
- Play a game of '**Traffic Lights**' – Green = travel, Amber = bounce on the spot, Green = Jump high and land still.

### Development

- Children place a movement spot in the space and stand one step away from it. Step onto the spot and bounce once. Repeat a few times. Can children continue the pattern away from the spot?
- Repeat replacing the bounce for a jump. How high can you jump? Can you step into a jump and make a shape in the air?
- Can you step into a balance?
- Can you step forward/ backward/ sideways into a bounce, jump or balance?

### Composition

- Children to choose a balance and a jump with a shape in the air ensure they step into each action to form a short sequence.
- Emphasis placed on the quality and precision of the sequence. Are the children in control?
- Practise and perform to a partner. Can your partner describe the actions you are performing?

### Cool Down

- Play a game of '**Simon Says**' using key actions from the lesson. Teacher or child led.

### Tips for success

- Encourage children to talk through the process to ensure they perform every move e.g. step, stop, bounce.
- Remind children about body tension.
- Encourage children not to rush and focus on quality.
- Give children examples to help them describe sequences e.g. 'Richard's shape in the air is a star shape, his toes are pointed'.

**S** – draw the pathway made by the sequence you have performed.

**T** – add a travel on your feet to your sequence. Can you add the step so it flows into the next move?

**E** – using movement spots travel in the space and when you step onto one perform a balance or jump.

**P** – copy a partner's actions

Physical

Social

Thinking

Creativity



### Assessment

- Can children step into a jump or balance? Can they do this from different directions?
- Are children able to add 'stepping into' balances and jumping into sequences? Is it obvious?
- Can children describe what they are doing and why?
- Are children able to describe where else they could use 'stepping into...'?

**Learning Objectives:  
Pupils should learn;**

- To be confident to jump and land safely from apparatus at various heights
- To add a shape to their jump as they jump off apparatus
- To transfer a floor sequence to the apparatus
- How muscles working relates to tension in the body

**Equipment:**

Low and high level apparatus  
Movement spots

**Activities**

**Warm up**

- Children travel in and out of movement spots to some lively music. When the music stops they must step onto the nearest spot and perform a jump, landing two footed and still. Repeat several times.
- Repeat asking children to add a shape to their jump and/or perform a balance. Encourage different ways to travel. If children are side stepping for example can they side step onto the spot?

**Children to use apparatus cards to place apparatus in the space.  
Development**

- Children explore stepping onto mats and low level apparatus and performing a balance or a bounce/ jump.
- Can they step up to larger pieces e.g. a box top, place their hands on it and jump to knees?
- Practise jumping off lower level apparatus and landing two footed and still. Move around the apparatus and try as many as possible.
- Assist children wanting to jump from higher pieces. Ensure they bend their knees on landing. Ask children to tell others how it feels. Can they add a shape to their jump and land safely and still. Use children to demonstrate.

**Composition**

- Using a sequence children have performed on the floor in previous lesson, transfer it to the apparatus. Children focus on jumping off apparatus and landing safely and still.

**Cool Down**

- Children sit in space making their bodies tense and relaxed.

**Tips for success**

- Ensure children are still before allowing them to move again during the warm up.
- Use children to demonstrate jumping off pieces of apparatus.
- Encourage children to try jumping from height.
- Hold them by the wrists to support their jump if needed.
- Get children to feel their muscles and describe.

**S** – work on just one apparatus station when performing the sequence  
**T** – consider adding movements to the sequence to make it fit onto apparatus  
**E** – is there an apparatus station that suits your sequence better?  
**P** – ask a partner to comment on the sequence – how could it improve?

**Physical**



**Social**



**Thinking**



**Creativity**



**Assessment**

Do children show confidence when jumping and landing from apparatus at various heights?  
 Can children add a shape to their jump as they jump off apparatus? More than one?  
 Can they transfer a floor sequence to the apparatus?  
 Can they describe how muscles working relates to tension in the body?

**Learning Objectives:  
Pupils should learn;**

- To hang and swing in different directions using apparatus
- To combine hanging, swinging, travelling and jumping from height to form a sequence
- To explain if it is easy or hard to perform certain actions on certain apparatus

**Equipment:**

High and low level apparatus  
Movement spots

**Activities**

*Children to use apparatus cards to place apparatus in the space.*

**Warm up**

- Avoiding the apparatus children to travel in the space – hopping, bouncing, jumping, skipping.
- In a space, stretch arms in the air then flop forwards and let arms swing loosely and hang. Can they make their arms swing in different directions? Can children travel and swing arms at the same time?

**Development**

- Recap jumping from height off the apparatus. Explore different pieces of apparatus. Can you jump off a new piece? Can you land and be still? Can you perform a shape in the air?
- To explore hanging and swinging from hands and knees (body inverted). Which directions can you swing in? Can you swing to travel along a piece of apparatus e.g. along a ladder, hand to hand?
- Which actions are easy and hard? Why are some harder than others? Which apparatus lends itself to hanging and swinging?

**Composition**

- Using an apparatus station, link ways of travelling towards and away from, along the apparatus, jumping and landing, hanging and swinging. Not all apparatus may lend itself to hanging/ swinging.
- Watch others and copy ideas. Practise, refine and perform a sequence focusing on control and quality.

**Cool Down**

- Talk about what they have learned and enjoyed during their lesson.

**Tips for success**

- Talk to children about the strength required to hang and swing from their hands.
- When swinging on a rope grip firmly with both hands at head height and look the way you are going
- When swinging on a bar lift hips keeping arms straight
- When hanging on a rope keep arms straight
- Try hanging and staying perfectly still first

**S** – move hands along a bar and make the body swing  
**T** – try hanging from a bar or rope showing different shapes – tuck, pike, legs through the arms (under)  
**E** – trying sliding, pushing or pulling yourself along apparatus if swinging or hanging is not possible  
**P** – teach a swinging or hanging idea to a partner

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can children hang and swing with ease in different directions using apparatus?  
 Are they able to combine hanging, swinging, travelling and jumping from height to form a sequence? Do they know what they find difficult and know who to practise?  
 Can children explain if it is easy or hard to perform certain actions on certain apparatus? Can they explain why?

**Learning Objectives:  
Pupils should learn;**

- To explore balances on 2 points
- To select and link balances and travelling actions
- What makes a good balance using criteria
- To apply learning when using apparatus demonstrating the ability to travel towards and away from it

**Equipment:**

Picture cards  
Apparatus

# Activities

**Warm up**

- Children sit with their legs out straight. Can they make their legs tense? What happens to the feet? Can they circle their feet in both directions? Lie on side and circle legs one at a time.
- Which other parts of their body can they circle (e.g. arms, hands, hips)? Is it easier to stand, sit or lie?
- Bounce on the spot gradually getting higher. Can children bounce so their feet **stick** to the floor building up to leaving the floor?

**Development**

- Ask children to tell and show you which parts of their bodies they can balance on. Select children demonstrating different balances on 4, 3 and 2 points to show the rest of the class.
- Using picture cards children try a variety of 2 point balances.
- Recap with children what makes a good balance.
- Recap different ways of travelling. Ask children to demonstrate and others copy.

**Composition**

- Children to select and link two different ways of travelling and two different 2-point balances to form a sequence.
- Practise, remember and repeat. Perform to a partner who can use criteria to help performer improve. Swap roles then refine sequences.
- Whole class perform their sequences together holding final position

**Cool Down**

- To stretch slowly in a variety of ways on 2 points.

**Tips for success**

- Talk to the children about the purpose of the warm up and preparing their bodies.
- Encourage slow and full rotation of joints.
- Use resource cards to highlight key points.
- What can children remember about what makes up a sequence?

**S** – explore ways of travelling towards and away from apparatus

**T** – travel towards the apparatus, balance on 2 points on the apparatus then travel away

**E** – explore 2 point balances on the apparatus. To transfer their floor sequence onto the apparatus

**P** -perform alongside a partner

**Physical**



**Social**



**Thinking**



**Creativity**



**Assessment**

- Can children demonstrate a range of balances on 2 points?
- Are children able to select and link balances and travelling actions to make a sequence?
- Do children know what makes a good balance using criteria provided?
- Can children transfer balances and travelling actions to the apparatus?

**Year 3 Gymnastics**  
**Session 2: Matching**

**Learning Objectives:**  
**Pupils should learn;**

- To travel in different ways towards and away from a partner
- To work in pairs to select and combine balances with travelling actions towards and away from each other
- To teach their sequences to others
- To use criteria to assess their own and others work

**Equipment:**

Resource cards – What makes a good sequence  
Apparatus

## Activities

**Warm up**

- Play **‘Gymnastic high-energy relays’** – in pairs sitting one behind the other down one side of the hall. #1 travels across to the other side and back again then #2 repeats. Can children run, hop, skip, jump, scramble on tummies, slide and push on backs?
- Stretch all big body parts starting from the head, shoulders, trunk, hips, legs to ankles

**Development**

- Work with a partner to explore ways of travelling towards each other using the same action
- Repeat activity focusing on ways to travel away from each other
- Show ideas to another pair and practise any they like
- Recap 2-point balances. Show your partner which ones you used in your sequence

**Composition**

- Link travelling towards a partner, a 2-point balance when they meet and travelling away from their partner. Can you perform different balances or will you **‘match’** your partner?
- Use **‘What makes a good sequence’** card to assess how good their sequence is and make any adjustments.
- Perform as a final presentation remaining still until all children have finished

**Cool Down**

- Play a version of beans concentrating on ‘string bean’ for stretches and ‘baked bean’ for small curled shapes

**Tips for success**

- Make the warm up fun and fast – be enthusiastic
- Recap what ‘matching’ means. Play the ‘matching’ warm up game
- Spend time allowing children to explore ‘matching’ 2-point when on apparatus
- Use resource cards to give children ideas
- Help children use the assessment criteria

**S** – can you travel in a different direction away from your partner

**T** – perform a 2-point balance on apparatus with your partner. Match or contrast each other

**E** – explore more than one apparatus station. Are some easier than others?

**P** – give another pair a tip to improve their sequence

Physical

Social

Thinking

Creativity



**Assessment**

Can children travel in different ways towards and away from a partner?  
Are children able to work in pairs to select and combine balances with travelling actions towards and away from each other? Are they creative? Is there variety?  
Do children show cooperation when teaching their sequences to others?  
Are children able to use criteria to assess their own and others work?

**Learning Objectives:**  
**Pupils should learn;**

- What sequences of contrasting actions look like
- To copy short sequences of contrasting actions from work cards on floor and apparatus
- About other movement ideas that add interest to sequences e.g. changes in speed, shape, level, direction
- To work with a partner to discuss sequence development ideas

**Equipment:**

Sequence cards  
Apparatus cards

**Activities**

**Warm up**

- Play the **‘Pairs game’** - #1 sits behind #2, on command #1 takes a shape called out by the teacher, #2 completes a circling partner task then swap roles. Shapes could include front support position, back support, straddle stand, pike sitting, tuck. Circling could include running, hopping, jumping, skipping, fast walking
- ‘Wiggly worm’ stretch** – ‘Head, shoulders, knees, toes; Wiggly worm to work he goes; Wiggly worm goes home to bed; Toes, knees, shoulders, head.’ Children touch body parts as they say the rhyme, walk hands out along the floor to front support, walk hands back in on line 3 and reverse body parts to stand

**Development**

- Using sequence cards, children try to copy the actions in the order on the cards
- Use children to demonstrate individual actions and give children time to practise them

**Composition**

- Practise, refine and remember both sequences
- Perform to a partner and ask them to help you improve where needed. Is one sequence easier/ harder then the other?
- Perform as a class as a final presentation

**Cool Down**

- In a space, contrast an explosive star jump with a sustained rock backwards to shoulder stand (you can change the actions). Repeat several times. Discuss learning from the lesson

**Tips for success**

- Try to keep knees straight as you stretch for the toes and walk hands out
- Strong, straight body in front support position
- Talk about making the sequence ‘seamless’
- Encourage children to help each other with accurate, quality movements
- Spend time with any children who find it hard to break movements down

**S** – change the pathway  
**T** – discuss with a partner where they could perform actions differently e.g. faster  
**E** – can you perform one or both sequences on apparatus  
**P** – work with a partner to develop the sequence i.e. add an action, replace an action. This can be done on the floor and apparatus

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Do children understand what sequences of contrasting actions look like?  
 Can they copy short sequences of contrasting actions on floor and apparatus?  
 Can children describe and demonstrate other movement ideas that add interest to sequences e.g. changes in speed, shape, level, direction?  
 Do both contribute to discussions about sequence development ideas?

**Learning Objectives:  
Pupils should learn;**

- To spin on different body parts
- To explore ways of linking spinning and travelling actions on the floor then apparatus
- To teach their actions to a partner
- How to avoid getting dizzy

**Equipment:**

Resource cards xxx  
Apparatus

# Activities

**Warm up**

- To lie on backs and stretch the whole body, curl into a small ball and stretch. Prepare body for a bridge position by bending knees and balancing on shoulders and feet (distribute weight equally) Talk to children about importance of suppleness for gymnastics and how it effects the ability to perform some movements.
- Travel in the space, on command perform an action

**Development**

- Ask children to show you a way to spin. Do they all do they same or do they show different ways? Use children to demonstrate
- Which body parts can they spin on e.g. foot, seat, tummy, back. Explore and explain which is harder and easier
- Can other body parts help you spin more effectively e.g. swing and wrap arms in tightly next to the body when spinning on 1 foot, use hands to push when spinning on seat
- Explore ways of travelling into spinning? Do children find this difficult or easy? Do they need to add an action to make it a smooth transition e.g. travel on hands and feet, roll onto back and spin
- Teach an idea to a partner

**Composition**

- Link together a travel-spin-travel-spin sequence. Consider using different levels i.e. low, medium, high and different speeds.
- Practise, refine and perform. Seek help where needed

**Cool Down**

- Talk about what they found easy and difficult and why

**Tips for success**

- To avoid getting dizzy turn slowly alternating the direction of the turn and/ or pick a spot to focus on as you turn
- Travelling into spinning is difficult so use as much demonstration as possible
- Suggest balancing on apparatus that does not lend itself to spinning
- Remind children about still and tension in balances

- S** – using the floor area find ways to spin using all levels, low, medium and high
- T** – using all apparatus explore ways to spin
- E** – link a spin on one piece of apparatus with a balance on another piece using travelling actions
- P** – ask another child in your group to teach you their favourite spin

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can children demonstrate spinning on different body parts?
- Are children able to linking spinning and travelling actions on the floor then apparatus?
- Can children teach their actions to a partner? Do they show cooperation skills?
- Do they know, can they show and describe how to avoid getting dizzy?



**Learning Objectives:**  
**Pupils should learn;**

- To explore tuck and pin shapes and combine a minimum of four
- To select, link and perform two tuck and two pin shapes to perform on the floor and apparatus
- To observe, copy and describe others actions
- Which muscles are working during different actions

**Equipment:**

- Picture cards
- Apparatus
- Apparatus cards

## Activities

### Warm up

- ‘**Cat and mouse game**’ – in pairs teacher calls cat or mouse who takes the lead travelling on interesting pathways while the other follows. Teacher led tasks e.g. run, dodge, skip, leap, hop
- Facing each other, teacher calls cat or mouse as leader and children copy actions e.g. wide shape, narrow shape, high shape
- On the floor with legs straight, lean forward to touch toes – repeat. Can they stay in the reached position but return to sitting arms high
- Which muscles are working hardest during these activities?

### Development

- Ask children to describe actions and shapes they have performed in a tucked position e.g. a spin on seat with knees bent, a bunny hop. Show pictures to help children
- Children to explore how they can use tucked shapes in other actions. Repeat exploring pin shapes – what do pin shapes look like?
- Children to observe others, describe what they see and copy actions of others

### Composition

- Children to select and link two tucked and two pin shapes to make a sequence. Which actions link together smoothly? Can you show different levels? Are there some actions that lend themselves to tucked shapes and some to pin?
- Practise, refine and perform finishing in a still position

### Cool Down

- Slowly stretch from pin to tuck shapes. Repeat several times

### Tips for success

- During the warm up use commands such as ‘cat run’, ‘mouse wide’
- Use pictures and demonstrations to help children with explorations
- Encourage children to use the floor space as well as apparatus
- Encourage children to use different combinations of actions e.g. hands and feet, tummy, just feet

**S** – can you perform your sequence on different pathways e.g. straight, zig - zag

**T** – explore tucked and pin shapes on apparatus

**E** – explore travelling to apparatus, shape, travelling away to another piece, shape

**P** – follow a partner and copy their sequence

**Physical**

**Social**

**Thinking**

**Creativity**



### Assessment

- Can children perform tuck and pin shapes and combine a minimum of four?
- Are they able to select, link and perform two tuck and two pin shapes to perform on the floor and apparatus? Do they show tension when required?
- Are children confident when observing, copying and describing others actions?
- Do children know which muscles are working during different actions?

**Learning Objectives:**  
**Pupils should learn;**

- To turn on the spot (on a vertical axis)
- To explore ways of travelling with turning on the floor and apparatus
- To use different pathways in their sequences
- What they need to do to improve their performance

**Equipment:**

Resource card xxxx  
Apparatus

## Activities

**Warm up**

- Play a game of ‘Simon Says’ demonstrating actions e.g. turn around and touch the ground, stretch up high, jump in a circle

**Development**

- What is the difference between a turn and a spin – discuss with the children. Spin = staying in one place, turning = you can travel at the same time
- Try turning on the spot using very small steps. Complete a full circle. Repeat hopping, running, bouncing
- Can you travel and turn at the same time? Try skipping, side stepping, bunny jumping
- What pathways can you travel on? Try walking on a straight pathway – can you add a turn as you travel? Can you travel on a curved pathway and add a turn? Can you vary the way you travel?
- Teach an idea to a partner and practise theirs

**Composition**

- Use the resource card ideas for sequence ideas. Link travel with turn, turn on the spot, travel with turn, turn on the spot using different actions. Perform on a straight or curved pathway
- Practise and refine the sequence. Has it got different speeds, levels and actions?
- Perform as a final presentation – focus on quality and control

**Cool Down**

- Starting high, turn slowly on the spot to a low level then to high

**Tips for success**

- Write actions on a white board or flip chart to help children with the order
- Draw pathways on a white board or flip chart
- Use criteria to help children assess their own performance
- Give children time to practise things they find difficult
- Encourage use of different apparatus

**S** – explore ways of travelling and turning along and between pieces of apparatus

**T** – can you add a spin to your sequence?

**E** – select and link 3 different ways of travelling with turning – think about towards and away from

**P** – match a partner or lead and follow

Physical



Social



Thinking



Creativity



**Assessment**

Are children able to turn on the spot (on a vertical axis)? Are they in control of the movement?

Are children able to apply previous learning when travelling and add a turn? Are they creative? Can they use more than one pathway?

Can they tell you what they need to do to improve their performance?

## Year 3 Gymnastics

### Session 7: Towards & away from a partner

#### Learning Objectives: Pupils should learn;

- To travel on different pathways whilst travelling towards and away from a partner
- To explore ways of matching a partner's shape whilst performing the same or a different action
- To work with a partner to link travelling actions on curved pathways with matching shapes

#### Equipment:

Resource cards xxxx  
Hoops/ spots

## Activities

### Warm up

- 'Stuck in the mud'** – 2 or 3 children are 'on'. Travelling in different ways to 'catch' others. If touched stand still in straddle stand position until 'released' by some scrambling under the legs
- 'Step in, step out'** – with a partner hold hands facing each other. Start by one stepping right leg over left arm as partner steps left leg over right arm. Stretch through shoulders, twisting over the top then step over second arm to start position

### Development

- Working in pairs, explore ways of travelling towards each other and away from each other on curved pathways. How will you travel? Will you match your partner or do something different. How far will you travel? Think about a starting position. What looks interesting?
- Observe others and ask children to describe the actions and pathways they see

### Composition

- Select travelling actions with spinning, turning, tuck or pin shapes, balancing to form a sequence with a partner
- Decide if you will use the same actions as your partner or contrasting or a mixture of both
- Watch each other perform the sequence and help each other improve. Perform together as a final presentation

### Cool Down

- Lie in a tuck position a rock back/ forwards into a sitting stretch

### Tips for success

- Stretching warm up partners stay holding hands as they turn right round
- Let children draw pathways and symbols on a piece of paper to help them with their sequence
- Remind children about beginning, middle, end
- Give children enough time to practise
- Give children visual queues

**S** – what other pathways can you add to your sequence?

**T** – compose a sequence that has two travels and two different actions

**E** – place hoops/ spots in the space for children to travel around

**P** – teach your sequence to another pair

Physical

Social

Thinking

Creativity



### Assessment

Can children travel on different pathways whilst travelling towards and away from a partner?

Can children match a partner's shape whilst performing the same or a different action  
Do children work together to link travelling actions on curved pathways with matching shapes? Do they produce interesting sequences?

**Year 3 Gymnastics**  
**Session 8: Jump for it**

**Learning Objectives:**  
**Pupils should learn;**

- To jump for length from two feet to two feet and land safely
- How to link to other actions
- To select and combine a jump for length with travelling on different pathways and other actions
- To identify what they need to practise
- To adapt actions to jump over a partner

**Equipment:**

Resource card xxxx  
White board/ flip chart  
Mats

Physical

Social

Thinking

Creativity



## Activities

### Warm up

- ‘**Find a group**’ – children travel in a variety of ways in the space. When the teacher calls a number children sit in groups of that number. Anyone not in a group performs an action chosen by the group. What action could it be if the lesson focus is jumping?
- Discuss jumping and ask which parts of the body need to be warmed up the most. Can they suggest ideas? E.g. leg stretches arm circles in front and to the side of the body

### Development

- Place a mat in the space. Children practise jumping along their mat or onto the mat from far away. What do children remember about landing safely?
- Try jumping with and without arms. Which is easier and which sent them further?
- Explore actions that can follow a jump e.g. a roll, step into a balance, travel on hands and feet – bunny hop
- Choose an action they find difficult and explain why. Spend time practising it. Work with someone who finds it easy for help

### Composition

- Select and combine actions to form a sequence that includes; a travel on a curved pathway, a jump for length into an action, a second jump into a different action
- Practise, refine and perform as a final presentation

### Cool Down

- Shake, rub and stretch the legs – ask ‘why should we do this?’

### Tips for success

- Encourage children to think about all joints e.g. hips, knees, ankle when warming up
- Did they remember to use the arms when jumping?
- Two feet to two feet jumping. Push hard from the feet through the knees, swing arms forwards to gain distance

**S** – how much of the room can you cover jumping for length? What pathways can you use?

**T** – explore actions 2 people can do after the ‘jump over’

**E** – experiment jumping over other obstacles e.g. hoops, low benches

**P** – jump over a partner

### Assessment

- Can children jump for length from two feet to two feet and land safely?
- Are they able to link to other actions after a jump smoothly and efficiently?
- Can they select and combine a jump for length with travelling on different pathways and other actions? Can children identify what they need to practise to improve?
- Are they able to adapt to jump over a partner?

**Learning Objectives:  
Pupils should learn;**

- To explore and perform different actions using star shapes
- To select and combine different actions showing three different shapes
- To adapt their sequences to work with a partner
- The skills they require to work with a partner

**Equipment:**

- Resource cards xxxx
- Picture cards
- Mats/ apparatus

**Activities**

**Warm up**

- Teacher led stretching warm up; as high as possible, as wide as possible, on a medium level, with one leg and arm to the side, opposite arm and leg out, on tummies, side, back. What shapes did you make during that? (Star and pin)
- Travel in the space, on command perform the shape stated – tuck, pin, star

**Development**

- Explore actions using star shapes e.g. cartwheels, jumps, spins on tummy or feet, balances,
- What levels can you use? Are some easier than others? How many variations of star shapes can you discover?
- Repeat a star shape balance three times each time on a different body part e.g. on tummy, feet and side. Do you have to modify the star shape?
- Recap different actions using pin and tuck shapes

**Composition**

- Use their selected star shaped balance and link it with other actions that show tuck and pin shapes e.g. star shaped balance on two feet, bump hops on a curved pathway, pin shaped sideways roll
- With a partner, practise sequences alongside each other. Adapt where needed so actions change at the same time. What do you have to do e.g. perform more bunny hops?

**Cool Down**

- ‘Rag doll’ – stretch then relax body parts until relaxed on floor

**Tips for success**

- Use children and pictures to prompt ideas
- Writes down actions on a white board or flip chart
- Encourage children to demonstrate and describe answers
- Give children an order of shapes to follow if they find it difficult
- Only timing is adapted when working with a partner not the actions

- S** – start away from your partner and travel towards
- T** – make at least one action travel e.g. turn on feet on a straight pathway
- E** – perform your sequence on an apparatus station
- P** – observe another pair and use criteria provided to assess their performance e.g. do they change actions at exactly the same time?

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Do children explore and perform different actions using star shapes showing confidence and creativity?
- Are they able to select and combine different actions showing three different shapes?
- Can they adapt their sequences to work with a partner/ on apparatus?
- Can children describe the skills they required to work with a partner?

## Year 3 Gymnastics

### Session 10: All shapes and apparatus

#### Learning Objectives: Pupils should learn;

- To explore and perform different actions using star shapes on apparatus
- To select and link three different actions showing three different shapes on apparatus
- To demonstrate previous learning and link to new ideas
- Which muscles are working to perform different actions

#### Equipment:

Apparatus  
Resource cards xxx  
Mats

## Activities

#### Warm up

- Hang forward like a rag doll letting arms swing loosely and heavy. Which directions can the arms swing in?
- Contrast floppy, relaxed swinging with sharp, straight star shapes
- Talk to children about which muscles are working

#### Development

- Children explore the apparatus and find where they can perform star shapes. Can you perform star shapes touching the apparatus and floor at the same time?
- Recap tuck and pin shapes from previous lessons. What can they remember?
- Do some pieces of apparatus lend themselves to some actions/ shapes and not others?

#### Composition

- Recap sequence from the previous week – can this be transferred onto apparatus? What adjustments need to be made?
- Practise, refine and perform a sequence that links three different actions showing three different shapes. Think about a start and finish position e.g. start and finish on the floor or half the group start and finish on apparatus
- Perform a final presentation. Children to each others performances and comment on e.g. body tension, shapes, linking

#### Cool Down

- Children choose their favourite cool down as a class or as a pair
- Test children's learning using questioning

#### Tips for success

- Talk to children about being safe on apparatus. Star shapes are wide therefore take up more space
- Celebrate good work
- Explain what makes an action/ shape good so children can relate to their own work

**S** – travel towards the apparatus to start the sequence and travel away to finish the sequence

**T** – change the order of the sequence. Does it still flow on the apparatus?

**E** – try your sequence on a different apparatus station

**P** – lead and follow a partner whilst exploring actions on apparatus

Physical

Social

Thinking

Creativity



#### Assessment

Do children explore imaginatively and perform different actions using star shapes on apparatus?

Are children able to select and link three different actions showing three different shapes on apparatus successfully showing smooth transitions?

Can children describe which muscles are working to perform different actions?

## Year 4 Gymnastics

### Session 1: Balance and shapes

#### Learning Objectives: Pupils should learn;

- To explore and combine balances and changing shapes with a travelling action
- To select and link one balance with three different shapes
- To add a change of direction to the sequence
- To describe different parts of a warm up

#### Equipment:

Picture cards  
Hoops  
White board/ flip chart

## Activities

#### Warm up

•Ask children how they should start every lesson. Recap warm up activities experienced previously e.g. stand and stretch in different directions, bounce on the spot increasing the height, sit with legs straight and circle feet, hang like a rag doll and swing arms

#### Development

- Children to tell and show you which parts of the body they can balance on. Encourage them to demonstrate balances on whole body parts and combinations
- Can they remember balances using tuck, pin and star shapes
- Observe others, describe their balances and suggest how they might improve e.g. point toes, head up, arms straight
- Perform three balances on feet – one tuck, one pin, one star

#### Composition

- Chose a balance not on feet and perform it three times with a different shape. Chose one way of travelling and link the three balances e.g. travel-balance-travel-balance-travel-balance
- Practise, remember and repeat. Can they feel if their sequence is good or needs improving? Refine where needed and perform as a final presentation
- Ask the children to tell you what makes up a sequence, how it should start and finish i.e. beginning, middle, end, in a still position

#### Cool Down

•To stretch as high, as wide, in different directions then relax like a rag doll, head down. Repeat several times

#### Tips for success

- Include pulse raising, stretching and mobility in the warm up
- Encourage full range of movement in the joints
- Remind children about points balances
- Use children and picture cards to demonstrate ideas
- Allow children to build up their sequence an action at a time
- Emphasise 'presentation'

**S** – chose two different pathways to travel on e.g. curved and diagonal

**T** – add a shape to your sequence to start and finish

**E** – can you perform your sequence around, in and over a hoop?

**P** – ask a partner to observe you and assess your sequence suggesting ways to improve

Physical

Social

Thinking

Creativity



#### Assessment

Do children explore imaginatively and combine balances and changing shapes with a travelling action?

Can children select and link one balance with three different shapes? Do levels vary?

Are children able add a change of direction to the sequence?

Can children describe different parts of a warm up (Stretch, pulse-raise, mobility)?

**Learning Objectives:**  
**Pupils should learn;**

- To select and link three different actions with three different shapes
- To repeat the sequence adding a change of direction
- To synchronise sequences with a partner
- To teach their sequence and replicate a partners sequence

**Equipment:**  
 Picture cards

**Physical**

**Social**

**Thinking**

**Creativity**



# Activities

**Warm up**

- Ask children to suggest a way to stretch, pulse raise and mobilise the joints
- How do they feel after the warm up?

**Development**

- Can children tell you what they did last session? They were using balances and changing only the shape
- What actions can they perform in a tucked position? Ask them to perform a bunny hop and/or a spin on seat with bent knees
- Repeat exploring pin and star shapes
- Ask the children tell you different directions – encourage them to draw it

**Composition**

- Link three different actions each showing a different shape
- Repeat the sequence changing the direction of travel e.g. on the diagonal, in a L-shape
- Can they perform it twice through changing direction after each full sequence?
- Practise and remember to perform as a final presentation

**Cool Down**

- Play follow my leader – start running to jogging to walking
- Lead each other through stretches to finish sitting on the floor
- Children to tell you what they can do to change a sequence to make it more interesting i.e. shape, direction, actions

**Tips for success**

- Remind the children the warm up should be gradual
- Ensure children are thinking about body tension and clarity in their shapes
- Encourage children to travel and not stay on the spot
- Be clear what children are observing – don't give them too many things
- Can children tell you what has improved?

**S** – can you perform any part of the sequence backwards?

**T** – change an action in your sequence e.g. a roll to a spin

**E** – record performances using a video camera so children can analyse themselves

**P** – teach your sequence to a partner and practise so timings match exactly

**Assessment**

- Can children select and link three different actions with three different shapes and repeat the sequence adding a change of direction? Is it obvious?
- Are children able to synchronise sequences with a partner?
- Can they teach their sequence and replicate a partners sequence?



**Year 4 Gymnastics**  
**Session 3: L-shaped pathway on apparatus**

**Learning Objectives:**  
**Pupils should learn;**

- To perform different actions and different shapes using apparatus
- To move on a L-shaped pathway
- To link actions, shapes and moving on an L-shaped pathway on apparatus
- To suggest suitable warm up activities

**Equipment:**  
 Apparatus  
 Picture cards

# Activities

**Warm up**

- Talk to the children about the pathways they have used and focus on L-shaped pathways. Draw one on a white board/ flip chat
- Children travel in the space on L-shaped pathways – when they finish the L perform a mixture of stretches and mobilising actions

**Development**

- Can children tell you what they did last session? Practise their shapes on the apparatus –tuck, pin, star
- Encourage children to explore balancing, sliding, rolling, jumping, sliding, spinning and travelling as they perform their shapes on the apparatus

**Composition**

- Link any number of actions showing all three shapes to create a sequence that follows a L-shaped pathway on the apparatus
- Try two apparatus stations then chose which one lends itself best to the sequence
- Practise, refine and perform as a final presentation. All children should start together and remain still until all children have finished

**Cool Down**

**Return apparatus to its original position**

- ‘Dish rocks in a star shape’ – children lie on back with arms and legs wide apart and stretched. Make a dish shape by rounding the back
- Rock forwards and backwards and side to side
- Finish in a curled shape then stretch out so the body is long

**Tips for success**

- Reinforce how stretching and mobility exercises can increase the range of movements in the joints
- Encourage children to focus on quality of their movements and smooth transitions
- Celebrate good work and say why it is good
- Ask partners if they think sequences have improved and if so, how

**S** – perform actions on the floor as well as apparatus  
**T** – add a second pathway to the sequence when repeated for the second time  
**E** – ask children if they would like to change the payout of their station  
**P** – teach your sequence to a partner and practise so timings match exactly

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can children adapt to perform different actions and different shapes using apparatus?  
 Can children move on a L-shaped pathway?  
 Are children able to link actions, shapes and moving on an L-shaped pathway on apparatus?  
 Do children suggest suitable warm up activities?

**Learning Objectives:  
Pupils should learn;**

- The difference between matching and contrasting a partner's actions
- To match and contrast a partners actions
- To select and combine matched actions when moving towards and away from a partner with contrasting shapes
- How exercise improves suppleness

**Equipment:**

White board/ flip chart  
Picture cards

# Activities

**Warm up**

- Command warm up to engage children to respond to instructions quickly e.g. sit, stand, lie down, jog on the spot, kneel.
- Repeat this time children suggest the next action that has to be the opposite to what they have just done e.g. jog in the space to balance on the spot. Talk about matching and contrasting actions

**Development**

- In pairs side by side, both perform a balance on hands and feet, #1 tuck shaped, #2 star shaped
- One in front of the other, both perform a sideways roll, #1 in a tucked shape, #2 in a pin shape
- Talk about matching actions and contrasting shapes
- Explore other matching actions that can be performed using contrasting shapes
- Watch others and try ideas

**Composition**

- Children select a way to travel towards each other and away from each other and an action to perform when they meet. Children should copy each others actions but perform contrasting shapes
- Children should focus on moving smoothly from one action to the next
- Ask children what makes a good sequence i.e. change in level, speed, direction. Practise and perform a final presentation

**Cool Down**

- Children choose a way to cool down

**Tips for success**

- Remind children they should never balance on the points of their knees
- Give children time to practise and explore
- Let children use a sequence checklist or write the key points up on the white board or flip chart
- Ask children to describe how practise had improved their performance

**S** – use two pathways to travel along. Can an action go backwards?

**T** – alternate between matching and contrasting shapes to make a new sequence

**E** – use pencils and paper to record ideas using symbols

**P** – work with a different partner

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

Can children describe and demonstrate the difference between matching and contrasting a partner's actions?  
Are children able to select and combine matched actions when moving towards and away from a partner with contrasting shapes? Are movements high quality?  
Do children know which exercises can improve suppleness?

**Year 4 Gymnastics**  
**Session 5: Wheeling**

**Learning Objectives:**  
**Pupils should learn;**

- To explore and perform wheeling actions
- To link other actions to different ways of wheeling
- To assess their own and others work using criteria
- To adapt actions to work on apparatus

**Equipment:**

Hoops  
Chalk  
Apparatus  
Resource cards xxx

## Activities

**Warm up**

- ‘**Nip around relay**’ – in pairs children sit in a tucked position one behind the other. #1 (sitting behind) runs 11/2 times around #2 and sits down again in front of #2. Repeat until both children have crossed a line
- ‘**Straddle stretch**’ – stand with feet astride and slide hands down the legs to stretch. Gradually increase the straddle, take shoulders forward and lower to sit. Repeat three times trying to get lower

**Development**

- Can children give you an example of a wheeling action e.g. cartwheel? Ask them to picture wheels turning around
- Practise bunny hopping in the space – hips must be high
- Can they bunny hop on a straight line? Hands on the line then feet. Do they have to change their body position to do this?
- Using a hoop and chalk, draw a clock face. Children stand on a number on the clock. Teacher calls out a number for children to place their hands on and a number to land their feet on – bunny hop action e.g. start on 10, hands on 12 feet on 2. Feet stay on the number landed on and repeat. As the numbers get further apart can children gradually start to straighten their legs?

**Composition**

- Link four actions together including two wheeling actions/ gestures
- Remember to make the sequence interesting by adding change of level, speed, direction. Practise and perform as a final presentation

**Cool Down**

- Children to describe different types of wheeling

**Tips for success**

- Once the clock face is drawn remove the hoop for safety reasons
- Some children will find wheeling harder than others so take it in stages. You could set up different tasks in the room and children choose which ones they try
- Use a bench or low box top to help children with cartwheels – support hips so they are above shoulders

**S** – set out stations for different wheeling tasks

**T** – wheel the arms, can you do this while travelling and turning? Can you wheel your legs from lying down?

**E** – explore apparatus finding ways of wheeling along, off, over and onto. Does it help you to cartwheel

**P** – find a partner that can do something you find hard

**Physical**



**Social**



**Thinking**



**Creativity**



**Assessment**

Do children explore and perform wheeling actions with ease and confidence? Do they show body tension at appropriate times?

Can they link other actions to different ways of wheeling?

Are children able to assess their own and others work using criteria?

Can children adapt actions to work on apparatus easily? Are actions high quality?

## Year 4 Gymnastics

### Session 6: Different starting positions

#### Learning Objectives: Pupils should learn;

- To explore and perform balances from different starting positions
- To link three different ways of moving into the same balance
- To add variations to their sequences such as a change in direction
- To record their sequence using symbols

#### Equipment:

Pencils and paper  
Picture cards

## Activities

#### Warm up

- Slowly move from a crouched, standing position to straight leg position. Repeat several times – how does this make your legs feel?
- Bunny hop on the spot and try to stay still for a moment when hips are above the shoulders
- Which muscles are working during these activities and what will these exercise help to do i.e. make them stronger?
- Children suggest a way to raise the pulse more vigorously

#### Development

- Ask children to demonstrate different ways they might start a sequence e.g. standing, sitting, kneeling, lying
- Give children a balance they must perform e.g. 3 point balance on two hands and one foot. Children explore ways of getting into their balance from different starting position
- Repeat using a balance of the child's choice

#### Composition

- Select and link three different ways of moving into the same balance. The sequence should be performed on the spot
- Ask children what variations they might need to add to make their sequence better
- Practise, refine and perform the sequence as a final presentation

#### Cool Down

- 'Straighten the banana'** – in pairs #1 lies on floor on back in a dish (banana) shape, hands on thighs. #2 kneels and gently presses down to try and flatten #1. #1 tries to resist to a count of 10. Switch over

#### Tips for success

- Stretching should be slow and gentle
- Use picture cards and others demonstrations to give children ideas
- Encourage children to change the shape of their balance whilst keeping the balance the same
- Tell children the purpose of the cool down is to build strength and to act sensibly

**S** – introduce travelling to link actions and make the sequence move from the spot

**T** – can you perform the sequence in reverse order?

**E** – record your sequence using words, diagrams or symbols

**P** – ask a partner what they need to do to improve their sequence

Physical

Social

Thinking

Creativity



#### Assessment

Can children explore and perform balances from different starting positions? Do they demonstrate ideas from previous learning?

Can children link three different ways of moving into the same balance?

Are children able add variations to their sequences such as a change in direction?

Can children record their sequence using symbols?

## Year 4 Gymnastics

### Session 7: Partner relationships & apparatus

#### Learning Objectives: Pupils should learn;

- To select, explore and link two different ways of moving into a balance using apparatus
- To approach moving into balances on apparatus using different pathways
- To explore different partner relationships
- To lead a simple stretching warm up

#### Equipment:

Resource card 'Partner Relationships'  
Apparatus  
Apparatus plans

Physical

Social

Thinking

Creativity

## Activities

#### Warm up

- Slowly move from a crouched, standing position to straight leg position. Repeat several times – how does this make your legs feel?
- Bunny hop on the spot and try to stay still for a moment when hips are above the shoulders
- Which muscles are working during these activities and what will these exercise help to do i.e. make them stronger?
- Children suggest a way to raise the pulse more vigorously

#### Development

- Recap what they were doing last session by demonstrating
- Using Partner Relationships resource cards talk to the children about partner relationships
- With a partner, experiment with different actions and partner relationships e.g. jump side by side, balance facing each other

#### Composition

- Individually, select and link three different balances from three different starting positions with a travel on a L-shaped pathway
- Practise performing their sequence alongside a partner, adapting only the timing so actions are synchronised
- Record the relationship they have with their partner when they finish their sequence

#### Cool Down

- Play a game of partner 'Simon Says' – teacher calling out different relationships and children responding

#### Tips for success

- Establish where the 'front' of the room is so children don't get confused
- Encourage children to describe the relationships as they try them
- Remind them to think about previous learning when experimenting with starting positions
- Go through the same teaching process on apparatus as on the floor

**S** – add a travel using a diagonal pathway

**T** – practise the sequence facing away from your partner or one behind the other

**E** – explore moving into balances on apparatus from different starting positions.

**P** – select a preferred relationship to perform your sequence on apparatus

#### Assessment

Can children select, explore and link two different ways of moving into a balance using apparatus?

Are they able to approach moving into balances on apparatus using different pathways?

Are children able to demonstrate different partner relationships?

**Learning Objectives:  
Pupils should learn;**

- To explore ways of turning (half and full) on the spot and whilst travelling
- To select and link two different ways of turning on the spot with two ways of travelling on different pathways
- To explore and adapt actions to work on apparatus
- To record their sequences using symbols and diagrams

**Equipment:**

- Apparatus
- Apparatus plans
- Music

# Activities

**Warm up**

- Children to lead a partner through a simple warm up. Play some music to give them some inspiration
- Encourage children to add turns and spins into their warm up

**Development**

- On the spot, use small step to complete a full turn then a half turn
- How else can you perform a full and half turn e.g. hopping, bouncing, jumping, spinning?
- When jumping how far round can you get in one go without wobbling or falling over?
- Explore travelling and turning using different actions e.g. side step, skip, walk, run. What do half turns add to your sequence i.e. change of direction?
- What other body parts can you complete a full or half turn e.g. spin on seat, seat-side-tummy-side-seat

**Composition**

- Facing backwards, link a half turn on the spot followed by travelling on a straight and L-shaped pathway whilst turning
- Repeat the sequence travelling but changing the pathway e.g. zig-zag
- Record the sequences using diagrams and symbols
- Decide what would improve the sequence. Practise, refine and perform as a final presentation

**Cool Down**

- Travel in the space, half turn, travel towards a person facing you

**Tips for success**

- Write the stages of a warm up on the white board/ flip chart
- Use children to demonstrate good work
- Ask children if they can perform their sequence on exactly the same pathway once they have recorded it
- Draw pathways first if it helps
- Some apparatus will allow for turning some may not

- S** – include two different pathways in your sequence
- T** – add a change of speed and/ or a change of level
- E** – explore where full and half turns can be performed on apparatus – on the spot and travelling. Which body parts can you turn on?
- P** – watch a partner perform their sequence and add one action to your sequence

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can children explore ways of turning (half and full) on the spot and whilst travelling?
- Are children able to select and link two different ways of turning on the spot with two ways of travelling on different pathways?
- Can children explore and adapt actions to work on apparatus?
- Are children able to record their sequences using symbols and diagrams?

**Learning Objectives:  
Pupils should learn;**

- To move in under and through a partner in different ways
- To perform different types of bridges
- To link making bridges with different actions to move under and through
- To explain why they have chosen actions

**Equipment:**

White board/ flip chart  
Picture cards

# Activities

**Warm up**

- ‘**Stuck in the mud**’ – 2 or 3 children are ‘on’. Travelling in different ways to ‘catch’ others. If touched stand still in straddle stand position until ‘released’ by some scrambling under the legs
- ‘**Step in, step out**’ – with a partner hold hands facing each other. Start by one stepping right leg over left arm as partner steps left leg over right arm. Stretch through shoulders, twisting over the top then step over the second arm to start position

**Development**

- Explore shapes that create a gap for a partner to travel under and through e.g. standing straight with arm out to the side, making a bridge, hands and feet on the floor making a V shape
- Explore ways to travel under and through the space e.g. slide, crawl, bunny hop, roll
- Both in the pair should explore each task. Work together to think of creative ways. If an action can be performed facing the floor can you reverse it to face the ceiling?

**Composition**

- In pairs link four ways of travelling under and through spaces swapping rolling each time i.e. A-B-A-B. Think about how you move from one move to the next. Do you have to add an extra action to make the link smooth e.g. a half turn, a slide, a jump to land low?

**Cool Down**

- In pairs find ways to slowly stretch together e.g. hold wrists, feet together and round back and straighten arms

**Tips for success**

- Children need to work together to ‘**Step in, step out**’ – don’t twist unless both are ready
- Emphasise safety rules when working with a partner
- Give children ideas using demonstrations and pictures
- Help children build up sequences one action at a time
- Reduce the number of actions if required

**S** – draw a pathway that will make the sequence interesting. Do you have to add actions to follow it?

**T** – add a noticeable change of speed and shape to actions performed

**E** – record some sequences for children to comment on

**P** – show your sequence to another pair and ask them for one improvement point

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can children find different ways to move in under and through a partner? Do they show experiment with actions learned previously e.g. slides, wide shapes
- Can children perform different types of bridges? More than one?
- Are they able to link making bridges with different actions to move under and through
- Can children explain why they have chosen actions?

**Learning Objectives:**  
**Pupils should learn;**

- To move in under and through a partner in different ways using apparatus
- To perform different types of bridges using apparatus
- To combine making bridges with different actions to move under and through using apparatus
- To record their sequences using symbols and diagrams

**Equipment:**

- Apparatus
- Apparatus plans
- Pencils and paper

## Activities

**Warm up**

- ‘**Stuck in the mud**’ – 2 or 3 children are ‘on’. Travelling in different ways to ‘catch’ others. If touched stand still in straddle stand position until ‘released’ by some scrambling under the legs
- ‘**Step in, step out**’ – with a partner hold hands facing each other. Start by one stepping right leg over left arm as partner steps left leg over right arm. Stretch through shoulders, twisting over the top then step over second arm to start position

**Development**

- Recap examples from last week using the floor in pairs
- Explore ways of moving through and under a partner using the apparatus
- Does the apparatus allow you to make higher bridges? Does this allow you to use different actions to travel through and under
- Swap roles frequently

**Composition**

- Link two different ways of moving through and under different bridge reversing roles each time. Actions should be on two different pieces of apparatus. Use travelling actions to link and consider the pathway to travel along
- Talk with partner to determine where the sequence needs improving. Does it have a change of speed, use of different body parts, change of level and direction? Perform a final presentation

**Cool Down**

- What have children enjoyed and learned in this unit?

**Tips for success**

- The bridge could be partly on the floor and partly on the apparatus, balanced wholly on the apparatus, hanging from a frame or a high bar
- Talk to children about the muscle required to make and hold bridges
- Encourage children to record their sequences to help them remember

**S** – alternate use of apparatus and floor

**T** – add another action to the sequence that you have learned from another pair

**E** – explore another apparatus station. Is this easier or harder to use for you sequence?

**P** – teach another pair one of your actions and let them teach you

Physical

Social

Thinking

Creativity



**Assessment**

- Can children move in under and through a partner in different ways using apparatus?
- Can children perform different types of bridges using apparatus?
- Are children able to combine making bridges with different actions to move under and through using apparatus?
- Can children record their sequences using symbols and diagrams so they are useful?



**Learning Objectives:  
Pupils should learn;**

- To explore balances and other actions showing twisted shapes
- To combine and link two balances, twisted and not, with travelling actions
- To choose a pathway to perform a sequence on
- To improve their performance using self assessment

**Equipment:**

- Balance pictures
- What makes a good balance?
- Apparatus

# Activities

**Warm up**

- ‘**Stand up, lie down**’ – everyone starts lying on back. **On Go** everyone stands up, stretches towards the ceiling and lies back down again facing the floor. Repeat several times alternating face up and face down
- ‘**Shoulder and back stretch**’ – children face each other holding wrists. Turning in same direction to end back to back, pass hands over head without breaking their hold. Complete a full circle. Which muscles are you stretching? What does your body do i.e. twist?

**Development**

- Children to show balances they can do on various body parts. Can they tell you what makes a good balance?
- Perform a balance on two hands and one foot and introduce a twisted shape to the balance
- Explore other balances using twisted shapes
- In small groups take it in turns to teach one idea

**Composition**

- Select two different balances – perform one with and one without a twist
- Select one or more ways to travel. Link four balances with travelling actions alternatively i.e. travel-balance-travel-balance
- Practise, refine and perform as a final presentation
- Cool Down**
- Practise three balances on one foot (using both feet) showing a different twisted shape each time. Hold for 3 counts step onto other foot, hold for 3 counts, return to starting foot and hold for 3 counts

**Tips for success**

- Keep the pace of the warm up fast moving
- Make sure children stretch fully upwards each time
- Stretching activity should be slow to avoid wrenching
- Encourage children to use a combination of point balances – 2,3 or more
- Explain twisted i.e. a rotation from a fixed point, show using a body part

**S** – choose two pathways to travel along in your sequence

**T** – perform your sequence in reverse order

**E** – explore ways of using the apparatus to perform twisted shapes

**P** – perform your sequence with a partner. Adjust the timing so twisted shapes are performed at the same time

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can children perform balances and other actions showing twisted shapes?
- Are children able to combine and link two balances, twisted and not, with travelling actions?
- Do children choose an appropriate pathway to perform a sequence on?
- Can children make improvements to their performance using self assessment?

**Year 5 Gymnastics**  
**Session 2: Mirroring**

**Learning Objectives:**  
**Pupils should learn;**

- To explore mirroring a partner using different actions on the floor and apparatus
- To select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus
- To replicate a partner's sequence
- To identify their own focus for improvement

**Equipment:**

Resource cards  
Apparatus

## Activities

**Warm up**

- Mirror Game – children in pairs facing each other 2 steps apart. 1 person is the 'real' person and the other is going to be the reflection. The 'real' person performs some actions and the reflection must copy exactly. Can the 'real' person lose their reflection by dodging. Children to change roles

**Development**

- Recap twisted actions from previous sessions
- In pairs, children practise balances and actions directed by the teacher, mirroring each other exactly e.g. balance on different levels, weight on hands, a log roll, a jump with a star shape, a slide, a spin, walk towards each other
- Introduce twisted shapes into the actions

**Composition**

- Children to link four-six different mirrored actions, two of which should be twisted shapes
- Practise, refine and repeat the sequence
- Emphasise the importance of synchronising timing – mirroring is not effective if timing is different
- Children to talk to each other to assess the quality of their sequence and make improvements
- Perform as a final presentation

**Cool Down**

- Children to tell you what they included in their sequence to make it interesting e.g. change of level, speed, variety of actions

**Tips for success**

- Talk to children about mirroring and how it is different to matching
- Write key words on a white board or flip chart
- Remind children to think about what makes a sequence interesting
- Let children add an action one by one to ensure timing is synchronised
- Get children to describe how they have improved

**S** – using apparatus and floor link a number of actions that show twisted shapes

**T** – repeat the sequence in reverse order

**E** – explore actions on a new apparatus station

**P** – teach sequence to a partner and decide where you can mirror each other

Physical

Social

Thinking

Creativity



**Assessment**

- Can children mirror a partner using different actions on the floor and apparatus
- Are they able to select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus?
- Can they replicate a partner's sequence?
- Can children identify their own focus for improvement?

**Learning Objectives:**  
**Pupils should learn;**

- To explore matching the pathway of a partner
- To perform set actions on matched pathways
- In pairs, to combine matching pathways with a series of set actions
- To lead a simple warm up

**Equipment:**

Resource cards  
Apparatus

## Activities

**Warm up**

- Children work in small groups and volunteer to lead a different section of the warm up
- Ask them to consider how they can lead a warm up which will improve their gymnastic performance

**Development**

- Choose a pathway for children to move along e.g. L-shaped
- With a partner, to walk ‘matching pathways’ (use resource card xx to help)
- Select other pathways and explore ways of combining them
- Observe another couple and record their ‘matched pathway’ and partner relationships

**Composition**

- Select one example of a ‘matched pathway’ and decide on set actions to perform as they travel on the pathway. Children must include a change of speed and level etc
- To practise and refine their sequence finding ways to make improvements
- Perform as a final presentation i.e. still starting position, all start together, hold a still position when finished

**Cool Down**

- In a space, children to circle their arms in different directions
- Children to say which joints are being used
- What other joints can be moved in a similar way? E.g. wrists,
- Draw their match pathway with a number of body parts

**Tips for success**

- Reinforce the elements of fitness – strength, speed, suppleness, stamina
- Encourage children to draw other pathway ideas with their partner
- Use resource card xx to help
- Help children with their choice of actions to use on their pathway

- S** – perform your sequence along two chosen pathways
- T** – perform your sequence then swap places with your partner and repeat
- E** – add a piece of apparatus e.g. a bench into your sequence
- P** – observe another couple and assess the quality of their sequence. Reverse roles

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Do children understand what matching means? Are they able to explore matching the pathway of a partner with success?
- Can children perform set actions on matched pathways?
- In pairs, are children able to combine matching pathways with a series of set actions?
- Can children lead a simple warm up with all three components?

**Year 5 Gymnastics**  
**Session 4: Swinging**

**Learning Objectives:**  
**Pupils should learn;**

- To perform swinging gestures
- To explore and perform swinging gestures to initiate movement
- To transfer skills to perform swinging gestures on apparatus
- To move suddenly

**Equipment:**

Resource cards xxx  
Apparatus  
White board/ flip chart

# Activities

**Warm up**

- Children work in small groups and volunteer to lead a different section of the warm up
- Ask them to consider how they can lead a warm up which will improve their gymnastic performance
- How effective was their warm up?

**Development**

- Discuss with the children what a gesture is; can they think of different ways to swing body parts? Which is the most obvious to help with other movements
- Experiment with swinging gestures of the arms to initiate a jump for height, for length, turning
- Explore swinging other body parts e.g. legs
- Can children introduce sudden movements – not fast. What effect does moving ‘suddenly’ add to actions?

**Composition**

- Link together 4-6 actions using swinging gestures
- Add variations to the sequence and consider which actions flow best from one to another. Emphasise the inclusion of one sudden movement
- Children to observe each other looking for specific things e.g. is there a change of level; children to be given a different focus
- Refine using comments, practise and perform a final presentation

**Cool Down**

- Standing, swing arms from high to low, in a circle, reverse, repeat

**Tips for success**

- A gesture is a movement which does not involve any transference of weight
- Encourage children to control swinging rather than uncontrolled flinging
- Discourage too many swings, only one or two
- Allow groups to rotate and explore different apparatus stations
- Encourage children to consider a pathway

**S** – children to travel on two different pathways

**T** – explore apparatus using different swinging gestures; link a number of actions using swinging and swinging gestures

**E** – use apparatus to explore swinging and swinging gestures;

**P** – work with a partner to match or mirror two actions

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Are children able to perform a variety of swinging gestures?
- Can children use swinging gestures to initiate movement?
- Can children transfer skills to perform swinging gestures on apparatus with confidence and ease?
- Do children understand how to move suddenly?

## Year 5 Gymnastics

### Session 5: Moving out of balances

#### Learning Objectives: Pupils should learn;

- To move out of balances into different finishing positions
- To explore, select and link different balances and finishing positions with travelling actions
- To teach an idea to partner or small group

#### Equipment:

Gym 21  
Pencil and paper  
Music

## Activities

#### Warm up

- Bunny hop in the space trying to remain still for a few seconds when hips are above the shoulders
- Standing and travelling squat jumps; swing arms to gain height and for control; ask the children which part of the body is working hard
- Children to decide on a pulse raising activity for the class

#### Development

- Find ways of moving 'out of' a balance on one knee and two hands into different finishing positions; repeat from balances on one foot, knees and seat
- Watch others in the class and copy ideas
- Choose a balance they like and explore moving out of it in different ways
- Teach one idea to partner and learn a new idea

#### Composition

- Link two different balances and ways of moving out of them into two different finishing positions; the sequence will be on the spot so to think of ways to make the sequence interesting
- Children to record their sequence using words, symbols, diagrams
- Evaluate their sequence and decide where improvements could be made
- Practise, refine and perform a final presentation

#### Cool Down

- Demonstrate different finishing positions on teacher's command

#### Tips for success

- Ask children which muscles are working in each activity
- Reinforce the importance strength and the link to performance
- Use picture cards to help children with ideas
- Write key words on white board or flip chart
- Use demonstrations to reinforce key learning points
- Encourage children to talk about what they are doing

**S** – introduce travelling in the sequence to link the balances

**T** – perform a sequence recorded by another child – use only the paper

**E** – perform the sequence to music

**P** – ask how accurate the sequence was and the 'composer' to correct any mistakes

Physical

Social

Thinking

Creativity



#### Assessment

Can children move out of balances into different finishing positions?

Do children explore, select and link different balances and finishing positions with travelling actions to form an interesting sequence?

Are children able to teach an idea to partner or small group?

## Year 5 Gymnastics

### Session 6: More moves mirroring a partner

#### Learning Objectives: Pupils should learn;

- To combine moving out of balances into different finishing positions mirroring a partner
- To make simple contact with a partner
- To perform a straddle shape
- To lead a simple warm up

#### Equipment:

Picture cards  
Pencils and paper  
White board/ flip chart

## Activities

#### Warm up

- Children work in small groups and volunteer to lead a different section of the warm up
- Ask them to consider how they can lead a warm up which will improve their gymnastic performance
- How effective was their warm up?

#### Development

- All children to show you a straddle shape; can children show you a variety of straddle shapes; emphasise the use of body tension so legs are straight
- Using the relationships resource card, in pairs children explore mirroring different balances and finishing positions e.g. balancing facing each other and finishing back to back
- Explore ways of making simple contact with your partner when performing balances e.g. hands to hands, back to back

#### Composition

- In pairs, link three different mirrored balances and finishing positions; one balance must show a straddle shape and one a simple contact
- Include a change of speed, level and direction of relationship
- Record the sequence using diagrams and symbols including the relationship they have with their partner, start and finish position
- Practise, refine and perform a final presentation

#### Cool Down

- In pairs, travel in different ways in relationships shown on flip chart

#### Tips for success

- A **straddle** is a shape made by bending at the hips and moving the feet wide apart as in straddle sitting position
- Establish a common front to help children interpret the relationship symbols
- Encourage diversity of travelling actions, balances and starting positions
- Encourage children to match their partner if mirroring does not work

- S** – include one or two different pathways to travel along into your sequence
- T** – add actions that contrast with on the spot balances to your sequence
- E** – put markers in the space to ensure balances are performed at the same point each time
- P** – observe another pair and record their sequence

Physical

Social

Thinking

Creativity



#### Assessment

- Are children able to combine moving out of balances into different finishing positions mirroring a partner?
- Can children to make simple contact with a partner in a controlled manner?
- Can children perform a straddle shape showing body tension?
- Are children able to lead a simple warm up for a small group?

**Year 5 Gymnastics**  
**Session 7: Wheeling**

**Learning Objectives:**  
**Pupils should learn;**

- To competently perform a cartwheeling action at their own stage of progression
- Incorporate a cartwheeling action into a sequence using a piece of small apparatus
- Demonstrate contrasts in body shape into a sequence
- Link actions together showing two different methods to make a sequence

**Equipment:**

Hoops  
Chalk and string  
Apparatus

## Activities

**Warm up**

- Nip around relay'** – in pairs children sit in a tucked position one behind the other. #1 (sitting behind) runs 11/2 times around #2 and sits down again in front of #2. Repeat until both children have crossed a line
- 'Straddle stretch'** – stand with feet astride and slide hands down the legs to stretch. Gradually increase the straddle, take shoulders forward and lower to sit. Repeat three times trying to get lower

**Development**

- Sit in a wide straddle position; rock backwards to shoulders then roll forwards to resume a straddle sit position, maintaining piked straddle position
- Using a hoop or 'clock face' recap cartwheeling action around or across the circle
- Try cartwheeling around the circle keeping tummies over the middle of it
- Extend cartwheeling by using a piece/s of apparatus – go over, onto, off, alongside or across it

**Composition**

- Using your preferred apparatus compose a sequence which contains a cartwheeling action with two different gymnastics actions showing contrasting body shapes
- Perform to others in the group, refine using comments and perform

**Cool Down**

- 'Dish rocks in star shape'** – rock on back in a star shape

**Tips for success**

- Encourage children to keep legs as wide as possible
- Hips should be over the shoulders, children must be able to take weight on hands
- Legs should stay straight and toes pointed
- A hoop could be used as a piece of apparatus for those that find it difficult
- Emphasise use of body tension for straddle stretch and dish rocks

**S** – can you incorporate more than one direction of travel into your sequence and a change of level?

**T** – repeat the sequence twice and add an action

**E** – explore different pieces of apparatus to find a piece you can perform more than

**P** – teach a partner your sequence and link their sequence to yours

Physical

Social

Thinking

Creativity



**Assessment**

- Can children competently perform a cartwheeling action at a stage appropriate?
- Are children able to incorporate a cartwheeling action into a sequence using a piece of small apparatus?
- Do children demonstrate contrasts in body shape into a sequence?
- Do children link actions together showing two different methods to make a sequence?

**Learning Objectives:  
Pupils should learn;**

- Perform a handstand action at their own stage of progression
- Understand the technique of a good handstand
- Work with a partner to move into and out of their handstanding activities
- Perform a sequence containing inversion skills of handstanding and cartwheeling with rolling and contrast in body shape

**Equipment:**

Resource cards

# Activities

**Warm up**

- **Foxes and rabbits** – 2/3 children nominated as foxes. Foxes can run around on hands and feet chasing the rabbits; rabbits can only move around by bunny jumping with feet together; if caught the rabbit must freeze in a front support position and can be freed by another rabbit jumping over its legs once
- **Wrist rolls** – put hands together and loosely interlink fingers; keep forearms close and roll wrists around, shake out

**Development**

- Work through progressions of a handstand type actions starting with a bunny hop; children to hold still when hips are over shoulders
- All children to demonstrate a front support position, body straight and strong, bottom down, head in line with body not looking up
- In pairs explore ways of using each other to perform front support positions gradually working up to a handstand e.g. #1 on hands and knees #2 places feet on lower back and performs a front support position; #1 on hands and feet making a V shape, bottom in air (downward dog yoga pose) #2 places feet on bottom and performs a front support type position with feet high than head; #1 sits in a straddle position #2 performs a full handstand with #1 supporting at the hips

**Composition**

- In pairs, choose a balance, move away from each other using gymnastics actions and back into a second balance
- Practise, refine and perform as a final presentation

**Cool Down**

**Tips for success**

- Children work in pairs approximately of the same size
- Full handstand arms should be straight and vertical, body straight and tight, toes pointed, legs and feet together
- Encourage children to think about connecting moves to ensure smooth transition
- Clarify what is meant by contrasts in level and shape

**S** – add a change of direction

**T** – compose a sequence containing rolling, cartwheeling and handstanding variations

**E** – explore apparatus to find how and where you can hold a handstanding action and practise cartwheeling and rolls

**P** – contrast levels, shapes

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Can children perform a handstand action at their own stage of progression?
- Do children understand the technique of a good handstand?
- Can children work with a partner to move into and out of their handstanding activities
- Are children able perform a sequence containing inversion skills of handstanding and cartwheeling with rolling and contrast in body shape?



**Learning Objectives:  
Pupils should learn;**

- To explore using different actions moving into the same and different balances
- To select and combine three different actions into three different balances
- To transfer their learning onto the apparatus
- To interpret another's record of their sequence on the floor or apparatus

**Equipment:**

- Pencils and paper
- Music
- Apparatus

# Activities

**Warm up**

- Perform their own warm up routine showing all three components
- Describe/ demonstrate it to a partner to assess it's appropriateness

**Development**

- Children to move into a balance on two hands and one knee from a roll; from a slide on tummy; from a spin on seat
- What other actions can be used to move into a balance?
- Observe others and copy ideas interesting to you; why are they interesting?
- To select their own balances and explore moving into them using different actions
- Teach one idea to a partner or small group

**Composition**

- Link three different actions used to move into three different balances; the sequence will be on the spot so to think of ways to make the sequence interesting
- Children to record their sequence using words, symbols, diagrams
- Evaluate their sequence and decide where improvements could be made
- Practise, refine and perform a final presentation i.e. starting in a still position, all starting together and when finished hold still until told to rest

**Cool Down**

- Lie on the floor in a space and lift legs in the air to form a L shape, hold for two minutes keeping legs straight and arms by sides

**Tips for success**

- Remind children that different shapes can be used in their balances e.g. twisted shape, star, straddle
- Write the actions to move into a balance on the white board/ flip chart
- Test children's knowledge of variations to include in sequences and write up on the board
- Explain the importance of bring the body back to rest

**S** – introduce travelling in the sequence to link the balances

**T** - perform a sequence recorded by another child – use only the paper

**E** – perform the sequence to music and/or on apparatus

**P** – ask how accurate the sequence was and the 'composer' to correct any mistakes

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Do children explore using their imagination different actions moving into the same and different balances?
- Can children select and combine three different actions into three different balances?
- Are children able to transfer their learning onto the apparatus?
- Can children interpret another's record of their sequence on the floor or apparatus?

## Year 5 Gymnastics

### Session 10: Same dynamic, contrasting actions

#### Learning Objectives: Pupils should learn;

- With a partner, perform contrasting actions showing the same dynamic on the floor and apparatus
- To teach ideas to others
- To perform to a whole class
- To know where to improve for themselves

#### Equipment:

Apparatus  
White board/ flip chart  
Picture cards

## Activities

#### Warm up

- Perform their own warm up routine showing all three components
- Describe/ demonstrate it to a partner to assess it's appropriateness

#### Development

- In pairs, one to jump and one to balance, both showing a star shape
- Ask the children if they know what they are doing here – performing different actions with something similar about them; explain dynamics
- In pairs, one child to skip quickly in the space and one to skip quickly on the spot; can they name the common dynamic i.e. speed
- In pairs, choose at least four dynamics and then explore contrasting actions
- Teach an copy ideas to another pair

#### Composition

- Link together at least four ideas to include a simple contact to form a sequence with a partner
- Consider ways to make the sequence more interesting
- Practise and add additional ideas that are suitable and that you can remember
- Perform as a final presentation to the whole class explaining the dynamics chosen for the sequence; can others identify them

#### Cool Down

- Slowly stretch individual body parts then the whole body
- Ask children to describe what they have enjoyed and learned

#### Tips for success

- Explain the term dynamics – **shape** e.g. twisted, star, pike; **level** e.g. low, medium, high; **speed** e.g. fast, slow
- Ask the children what they think makes a good performance e.g. no giggling, tension in the body, synchronised timing
- When describing encourage the children to explain their answer e.g. '... because I can share ideas with a partner'

**S** – use at least one contrasting pathway

**T** – repeat the sequence reversing the order

**E** – repeat all the composition activities using apparatus; try different stations

**P** – explore matching a partner's pathway when using apparatus instead of contact

Physical

Social

Thinking

Creativity



#### Assessment

Can children with a partner, perform contrasting actions showing the same dynamic on the floor and apparatus?

Are children able to cooperate to teach ideas to others?

Can children perform to a whole class with a sense of quality and presentation?

Do children know where to improve their sequences for themselves?

**Year 6 Gymnastics**  
**Session 1: Moving out of**

**Learning Objectives:**  
**Pupils should learn;**

- To move out of different balance using different actions
- To choose and link two balances, moving out of each in two different ways, and two travelling actions
- To add changes of dynamic to their sequence
- To record their own sequence

**Equipment:**

Flip chart/ white board  
Paper & pencils  
Picture cards

# Activities

**Warm up**

- Children to explain which part of the lesson this is and why we warm up
- Children to suggest pulse raising and mobility activities and perform
- Repeat with stretching exercises

**Development**

- Children to say and demonstrate the parts of the body that can be balanced on. How many combinations can you remember? Use the 'good balance' resource card
- Children to choose a balance that they can roll of out or ask them to balance on one knee and two hands and explore rolling out of the balance
- Explore other ways to move out of balances of their choice
- Teach an idea to a partner or small group

**Composition**

- Select two different balances and perform them twice each time moving out using a different action for each
- Add one or more ways of travelling to the sequence
- Create a sequence following a pattern i.e. Balance-travel-balance-travel-balance-travel-balance-travel
- Practise, refine and decide what needs improving
- Perform a final presentation to a small group

**Cool Down**

- Stretch up and down several times. Explain why we cool down

**Tips for success**

- Write key words on the white board or flip chart
- Test children's memory on the points of balance
- Write a list of different ways to move out of a balance – actions
- Use symbols or words to reinforce the order of the sequence
- Encourage 'presentation' when performing

**S** – start and finish facing a different direction

**T** - change either the order, the balances used, the action to move out of balances or the speeds/shapes/direction

**E** – mark the start and finish with movement spots – can you repeat exactly

**P** – explain the changes made to a partner and explain why you chose to

Physical

Social

Thinking

Creativity



**Assessment**

- Can children move out of different balances using different actions?
- Are children able to choose and link two balances, moving out of each in two different ways, and two travelling actions?
- Are children able to add changes of dynamic to their sequence?
- Can children record their own sequence

**Year 6 Gymnastics**  
**Session 2: Symmetrical & asymmetrical**

**Learning Objectives:**  
**Pupils should learn;**

- To perform a variety of actions using symmetrical and asymmetrical body shapes
- To combine actions showing contrasting body shapes
- To adapt a sequence to work with a partner or small group
- To assess others work using criteria and suggest improvements

**Equipment:**

Partner relationship cards  
 Pathway cards  
 Pencils, paper

# Activities

**Warm up**

- In pairs, #1 names a body part and #2 demonstrates a stretch. Swap roles several times
- Repeat for mobility exercises for certain joints e.g. Shoulders, ankles, performing the actions together
- Decide together on pulse raising activities

**Development**

- Ask the children if they know what a symmetrical and asymmetrical body shape is – can they demonstrate this on 2 feet
- Children to explore symmetrical and asymmetrical shapes in different balances
- Repeat exploring jumps e.g. A symmetrical jump = star jump
- What others actions can be performed symmetrically and asymmetrically?
- Observe and copy others ideas

**Composition**

- To link actions together to make a sequence that is 6 to 10 moves long, half demonstrating symmetrical body shapes, half demonstrating asymmetrical body shapes
- To work with a 3-4 others to compose a group sequence
- What formation and pathways will they use?
- Practise, refine and perform a final presentation

**Cool Down**

- With a partner, decide on 3 actions that travel starting fast and repeat until they get slower

**Tips for success**

- Ask the children to perform a series of set actions to reinforce the concept of symmetry and asymmetry
- Children should consider the order they perform their sequence of movements in
- Shorten the sequence for those finding it difficult – quality not quantity
- Remind children of different partner relationships using resource cards

**S** – add a diagonal pathway to the sequence

**T** – each perform part of the sequence individually

**E** – record the sequence to show formations and floor patterns

**P** – perform to another group who scores the sequence and suggests aspects that were good and that could be improved

Physical

Social

Thinking

Creativity



**Assessment**

- Can children perform a variety of actions using symmetrical and asymmetrical body shapes? Can they describe the difference between the two terms?
- Are children able to combine actions showing contrasting body shapes?
- Can children adapt a sequence to work with a partner or small group?
- Can children use criteria to assess and suggest improvements to others sequences?

## Year 6 Gymnastics

### Session 3: Symmetrical & Asymmetrical using apparatus

#### Learning Objectives: Pupils should learn;

- To perform a variety of symmetrical and asymmetrical body shapes using apparatus
- To explore, select and link actions showing contrasting body shapes using apparatus
- To adapt a sequence to work on another piece of apparatus
- Observe and copy ideas

#### Equipment:

Apparatus  
Picture cards

## Activities

### Warm up

- Children to lead each other through warm up activities in small groups
- Challenge children to set up the apparatus quickly and safely

### Development

- Children to quickly and safely arrange apparatus in the space
- In small groups explore apparatus using actions showing 'symmetrical' and 'asymmetrical' shapes
- Explore apparatus that is at different heights e.g. frame and bench
- Observe others and copy their ideas

### Composition

- Working individually, link between 4 and 6 actions showing a combination of 'symmetrical' and 'asymmetrical' shapes
- The sequence should start on the floor and use at least 2 pieces of apparatus
- Practise and refine sequence identifying where improvements could be made
- Perform a final presentation with others in the class ensuring all show a still starting position and a still finishing position, until everybody has completed their sequence

### Cool Down

- Working with a partner, find shapes that can be performed as stretches mirroring each other
- Return apparatus to its original position

### Tips for success

- Remind children about how to carry apparatus safely, refer to the notes on the card
- Encourage children to explore all actions such as balancing, rolling, jumping, sliding, travelling
- Give children criteria to look for when assessing others
- Reduce or add the amount of actions depending on the level of ability

**S** – travel from one set of apparatus to another and perform the sequence on both sets

**T** – perform the sequence in reverse order

**E** – explore another set of apparatus using the same sequence

**P** – perform the sequence to a partner and ask them to identify an aspect to improve

Physical

Social

Thinking

Creativity



### Assessment

Can children perform a variety of symmetrical and asymmetrical body shapes using apparatus as well as explore, select and link actions showing contrasting body shapes to make a sequence? Are children confident? How creative are their sequences? Are children able to adapt a sequence to work on another piece of apparatus? Do children observe well and can they copy ideas identically?

## Year 6 Gymnastics

**Session 4:** Performing sequences to music

### Learning Objectives: Pupils should learn;

- To perform a set sequence
- To perform a set sequence to music
- Work in small groups to perform simultaneous individual sequences to music

### Equipment:

Set sequence card  
Music

## Activities

### Warm up

- Play a game of continuous relay; in team of 6 lined up equally down the length of the hall, number 1-6
- Each takes up a starting position e.g. Star shape; on teachers command #6 runs to the front weaving in & out of others
- As soon as s/he has cleared #5 they are free to follow; and so on down the line of people
- On reaching the front of the team all turn left and run straight back keeping in order, one by one returning to their original position
- In teams, carry out a series of stretches and mobility exercises

### Development

- Teach children a circle roll or 'teddy bear roll' in preparation for the sequence
- Keep hands somewhere on shins between the knees and feet with back rounded
- Roll sideways down one arm, across shoulders and down the other arm to sit facing the opposite direction, legs straight and toes pointed all the time

### Composition

- Children to learn the set phrase using the card provided or one of your own
- Practise and refine to perform a final presentation

### Cool Down

- Standing back to back with a partner stretch upwards, through legs to touch hands, sideways to touch the back of hands

### Tips for success

- Emphasise quality and team work when playing continuous relay
- Ensure children roll sideways and not backwards first when trying a teddy bear roll
- Use children to demonstrate
- Children can work in pairs, one clapping the beat and naming the skills while the other performs

**S** – in a group perform the sequence facing different directions

**T** – perform the set sequence to music with a 4 beat

**E** – use music to perform to

**P** – in a small group practise performing the sequence one after the other holding a position while others perform

Physical

Social

Thinking

Creativity



### Assessment

- Are children able to copy and perform the set sequence exactly?
- Can children perform a set sequence to music showing musicality?
- Do children work in small groups cooperatively to perform simultaneous individual sequences to music?

**Learning Objectives:  
Pupils should learn;**

- To compose a set sequence in pairs
- To perform the sequence in unison with a partner
- To describe how the sequence was put together

**Equipment:**

- Music
- Warm up games
- Picture cards

# Activities

**Warm up**

- Children to choose their favourite warm up game

**Development**

- Recap the set sequence to remind children about phrasing and timing
- Talk to children about composing their own sequence and help them map out the number of counts and phrases they need
- Children to explore different actions performed at different speeds
- Which actions should be performed quickly and which over 4 counts?

**Composition**

- Class to decide on a music track they like to compose their sequence to
- Link a series of actions together to compose a set sequence to music lasting for 8 counts of 4
- Children to consider different levels, facing different directions, using different body parts and working at the same time as a partner
- Practise and refine, adjusting any sections that do not flow easily
- Perform a final presentation as a class, all starting at the same and all holding still until everyone had finished

**Cool Down**

- Each pair to tell another pair how they put their sequence together, why they chose the actions they did and the linking movements

**Tips for success**

- Show the children how many counts each move lasted for in the set sequence
- Clap through a rhythm with the class as they say the moves out loud
- Use picture cards to give children ideas for their own sequence
- If space and equipment allows let children choose different music to work to

- S** – reverse a high movement to perform on a low level or vice versa
- T** – as a class practise finishing the sequences all at the same time
- E** – explore using a piece of apparatus in the sequence
- P** – teach two actions to pair and add to the sequence

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Are children able to compose a sequence in pairs that they can repeat exactly
- Can children perform the sequence in unison with a partner?
- Do children describe how the sequence was put together in detail?

**Learning Objectives:  
Pupils should learn;**

- To perform actions on ‘contrasting’ partner pathways
- To synchronise movements with a partner
- To adapt the timing of a sequence to that of a partner
- To identify their own focus for improvement

**Equipment:**

Pathway cards  
Paper and pencils

# Activities

**Warm up**

- Play continuous relay using different travelling actions such as running, hopping, and jumping tasks, followed by sitting tucked position, front and back support with team members weaving in and out of held shapes
- Forward fold stretch – sit in a straddle with feet wide apart; place fingers on the floor in front of the body and ‘walk’ them forward as far as possible; repeat 5 times getting further away each time

**Development**

- Demonstrate matching pathways by walking children through a few examples e.g. both walking on a straight pathway or zig-zag pathway
- Talk to the children about how to contrast a pathway
- Start walking, children explore contrasting pathways

**Composition**

- Children to draw a contrasting floor pattern and select and combine actions that can be performed along their individual pathway
- With a partner, practise their sequence, synchronising their movements to start and finish at the same time
- Practise and refine to perform a final presentation to another pair

**Cool Down**

- In pairs devise a cool down routine that can be performed at the same time together
- Discuss the timing and how long each action should last

**Tips for success**

- Perform the forward stretch slowly and aim to stretch beyond your comfort zone
- Use a white board or flip chart to draw examples of contrasting pathways
- Use children to demonstrate examples for others to copy
- Encourage still and travelling actions within sequences
- Ask another pair what to improve

**S** – swap the pathway to travel on with that of your partner

**T** – Add variations to make the sequence more interesting e.g. change of level

**E** – perform the sequence to music

**P** – swap pathway drawings with another pair and adjust the sequence to fit

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Do children understand the term ‘contrasting’ and are they able to demonstrate this with a partner?
- Can children synchronise their movements with a partner?
- Are children able to adapt the timing of a sequence to that of a partner?
- Can children identify their own focus for improvement and show change?



**Learning Objectives:  
Pupils should learn;**

- To perform actions in unison and canon
- To combine different actions performed in unison and in canon
- To explore, select, link and synchronise actions in unison and in canon
- To record their own and others sequences

**Equipment:**

White board/ flip chart  
Paper and pencils

# Activities

**Warm up**

- Selected children to lead the whole group through warm up activities
- Ask how effective the group thought they were
- Talk about leadership and what makes leading successful

**Development**

- Talk to the children about the meaning of unison and canon
- Can 2 children demonstrate this in actions?
- In pairs or 3s, work through the actions i.e. Jump, turn, travel, balance, gesture; performing a range in unison and in canon
- Observe others and copy ideas

**Composition**

- Link 8-10 actions demonstrating unison, canon and contrasting pathways
- To synchronise their movements with their partner/s
- To record their sequence using words, pictures, diagrams, symbols
- Identify an area for improvement amongst their group, practice and refine their sequence
- Perform a final presentation in front of the whole class or another group ensuring a still start position and holding a final position for at least 3 seconds

**Cool Down**

- Discuss which parts of the sequence they found easy/ hard and why
- Describe the parts of the sequence they enjoyed the most and why
- Slowly stretch and shake out their bodies in their groups

**Tips for success**

- Talk to the children leading the whole class warm up before the lesson to give them chance to prepare
- Unison – at the same time
- Canon – one after the other
- Write actions on the board
- Reduce the number of actions for groups that find it difficult or suggest actions to them

**S** – add 2 changes of direction and level to the sequence

**T** - record another groups sequence

**E** – add a piece of apparatus to the sequence

**P** – practise the group’s sequence that you recorded and perform it to the composers

**Physical**

**Social**

**Thinking**

**Creativity**



**Assessment**

- Do children understand the difference between unison and canon and can they perform actions to demonstrate?
- Can children combine different actions performed in unison and in canon?
- Are children able explore, select, link and synchronise actions in unison and canon?
- Do children record their own and others sequences accurately?

**Learning Objectives:  
Pupils should learn;**

- To counter balance using push and pull forces
- Explore ways of counter balancing
- To select and synchronise ways to counter balance with a variety of linking movements
- To observe, assess and give constructive feedback on the performance of others

**Equipment:**

Counter balance resource card  
White board/ flip chart  
Low level apparatus

# Activities

**Warm up**

- Ask children to lead themselves through a simple warm up routine or play a game using the resource cards

**Development**

- Talk to the children about counter balance and in pairs explore different ways using push and pull forces (see resource card)
- Explore ways to counter balance where each person is not in the same shape or position
- Talk about actions that are hard and difficult and practise a difficult action

**Composition**

- Devise a sequence which includes 3 examples of counter balances plus any linking movements that transition smoothly from one balance to another
- To synchronise, practise and refine the sequence
- Perform a final presentation starting still and holding a finishing position for at least 3 seconds

**Cool Down**

- ‘Rising counter balance’ – sit in a tucked position facing a partner with toes touching, holding wrists
- Keep arms straight and rise to feet slowly, straightening legs and leaning back from partner
- Return to sitting and repeat

**Tips for success**

- Counter balance – a weight that acts to balance another either by pushing or pulling forces
- Remind children of different shapes they can use in their counter balances
- Encourage a diversity of linking actions, including travelling
- Remind children about symmetrical and asymmetrical

**S** – ensure one action involves both being at different levels

**T** – work in groups of 3

**E** – using low apparatus e.g. Bench, explore counter balance on apparatus

**P** – observe others and assess their sequence; suggest ways they could improve the quality of their work

**Physical**



**Social**



**Thinking**



**Creativity**



**Assessment**

- Can children counter balance with ease using push and pull forces?
- Do children demonstrate a variety of ways to counter balance?
- Are children able to select and synchronise ways to counter balance with a variety of linking movements showing high quality and smooth transition?
- Can children observe, assess and give constructive feedback to others?

**Learning Objectives:  
Pupils should learn;**

- To explore ways to get and perform flight from hands
- To combine other actions with flight from hands
- To select actions to compose a sequence including flight from hands
- Assess others success in meeting the task

**Equipment:**

Trestle tables  
Planks and/ or benches  
Whiteboard/ flipchart

# Activities

**Warm up**

- Play a game of continuous relay and allow children to choose activities and gymnastic positions that challenge fitness and memory; including actions such as bunny hops to prepare children for flight from hands
- Lead through stretches and mobility activities to warm up the upper body and wrists

**Development**

- Children to place apparatus in the space so benches and planks create a slope from the trestle table
- Children to practise placing hands on bench/ plank to bunny jump legs in the air; aim to **whip** hands off the apparatus a second before their feet return to the floor
- Explore other ways to demonstrate flight from hands e.g. cartwheel, handstand, bunny jump over the bench/ plank
- Work with other and assess if they achieve a moment of flight

**Composition**

- Link actions together to include a jump, balance, a travel and flight from hands
- Consider variations to make the sequence interesting
- Practise and refine to perform a final presentation so all start still and finish in a still position

**Cool Down**

- Working from the head downward, stretch and mobilise the body
- Children to describe ways the achieved flight from hands

**Tips for success**

- Talk to children about flight being a moments when the body is completely in the air i.e. not in contact with the floor or apparatus
- Remind children about symmetrical and asymmetrical body shapes
- Children can use the floor as well as apparatus
- List sequence components on the board/ flipchart

**S** – add a turn into the sequence to change the pathway of an action

**T** – adapt the sequence by changing the shape of every action e.g. from pin to star

**E** – suggest and explore other pieces of apparatus where flight can be achieved

**P** – teach a partner your sequence and perform in unison

**Physical**



**Social**



**Thinking**



**Creativity**



**Assessment**

- Do children explore ways to get and perform flight from hands creatively & confidently? Do they achieve the task?
- Can children combine other actions with flight from hands?
- Are children able to select actions to compose a sequence including flight from hands and assess others success in meeting the task?

**Year 6 Gymnastics**  
**Session 10: Class composition**

**Learning Objectives:**  
**Pupils should learn;**

- To combine a range of actions, dynamics, relationships and pathways in individual, partner and group work
- Select preferred aspects of learning
- Prepare to perform a class composition

**Equipment:**

- Apparatus
- Music
- Picture cards

# Activities

**Warm up**

- Children to select their favourite way to warm up
- Discuss with the class they are going to select 2 sequences each from the last unit to contribute to a whole class performance
- They must be a variety of floor and apparatus work

**Development**

- Children to recap sequences from previous weeks with and with music and apparatus

**Composition**

- Children to select an individual sequence on the floor or apparatus
- To select an individual or partner/ group sequence on the floor or apparatus
- All children to perform the set sequence to music
- Practise and refine sequences
- Assess their own and others work
- Practise moving into and out of performance space in the order they will perform to ensure the whole presentation runs smoothly

**Cool Down**

- Children to discuss their favourite parts of the unit explaining their reasons
- Children to describe and demonstrate something new they have learned and achieved – what they are most proud of
- Play their favourite cool down game

**Tips for success**

- Each child should choose 1 floor and 1 apparatus sequence
- Take more than one session to do this work and give children time to practise
- Keep tasks fast moving to ensure a good pace
- Remind children of the set sequence by writing it up on the board

**Putting the composition together**

- Assess what children have chosen to do
- Decide on sections for the piece e.g. (i)whole class set sequence to music, (ii)individual sequences (iii)partner apparatus work
- Can some groups perform at the same time
- Give children who are not performing in the section a position to hold

Physical

Social

Thinking

Creativity



**Assessment**

- Are children able to combine a range of actions, dynamics, relationships and pathways in individual, partner and group work?
- Can children remember and demonstrate aspects of learning that they excel at?
- Do children understand what skills they need to perform high quality sequences and contribute to a class composition?

# Warm Up

## KS 1 and KS 2

- Responding to simple instructions
- Develops basic actions

### • Jumping Beans

- Big swing with the arms
- Stretch upwards when in the air
- Look ahead
- Land softly: bent knees on balls of feet

### • Green Beans

- Balls of feet
- Look ahead, chin up
- Stretch up with both hands
- Fingers pointed

### • Runner Beans

- Bouncy on balls of feet
- Broad Beans
- Ensure straight legs and arms

- Extended fingers
- Chin up and strong body tension

### • Baked Beans

- Tuck position
- On knees with head tucked in

## Beans



**Teacher calls out different types of bean:**

**Jumping Beans – children jump**



**Green Beans – tall thin bodies**

**Runner Beans – children run**

**Broad Beans – still and wide**



**Jelly Beans – shake**

**Baked Beans – lying in a small shape**

**Children travel or hold the position until the teacher gives the next command.**



# Warm Up

## **KS 1 and KS 2**

👉 Developing the ability to move and stop suddenly

👉 Basic numeracy skills

- Travel quietly on balls of the feet
- When asked to stop, children should produce a strong balance/shape with straight arms, focus pointed toes where possible. Refer to 'A Good Balance' card.

### **Traffic Lights**

• This activity could be adapted to use the colours of traffic lights as the signals:

- Red = Stop
- Amber = Skip
- Green = Jog

### **Pathways**

• Extend the children by getting them to travel in different pathways.

## **Skip, Jog and Stop**

- On your command, children, working individually must jog, then skip, then stop.
- Repeat several times. Encourage children to run into spaces and in different directions.
- The travelling action can be changed e.g. hop, jump.
  
- This can be adapted to involve numbers which will help with basic numeracy skills.
- Children travel (walk, skip, hop etc) in different directions in different spaces.
- Teacher calls a number e.g. 'four' – children must join hands in groups of four.
- Develop further by using sums e.g. 3 plus 4 or 5 minus 2, children must get into groups to represent the answer to the sum.

# Warm Up

## KS 1 and KS 2

- Develops body awareness and use of different levels.
- Develops group work.
- Links to basic maths.

## Key Stage 2 Extension

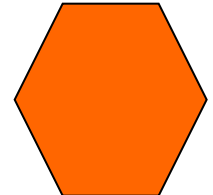
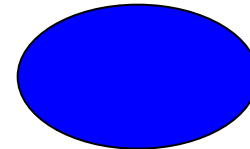
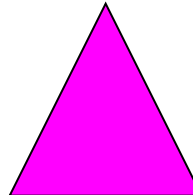
- Working with a partner, give the children letters of the alphabet.
- Bring the children together in to groups to create words.

## Teaching Points

- Good body tension
- Make the shapes clear and strong
- Point toes
- Extend fingers
- It is a balance so hold the position for 3 seconds
- Straighten legs and arms to create clear and strong shapes
- Use resource sheet entitled, 'A Good Balance' to give children ideas to help them improve.

## Shapes

- Children walk, jog or skip in different directions, keeping in a space and avoiding touching each other.
- When teacher calls out the name of a geometrical shape children stop and try to make that shape with parts of the body
- This can be developed using small groups. Children can be encouraged to use different levels within the group shape.



# Warm Up

## KS 2

• Good cardiovascular warm up which develops children's ability to respond to different commands.

### Play

- Travel on balls of feet
- Walk tall
- Swing arms gently
- Chin up and look ahead

### Fast Forward

- Travel on balls of feet
- Ensure children are running safely

### Rewind

- Look over shoulder as you walk

### Pause

- Give the children a shape to perform from the basic skills photographs
- Use 'A Good Balance' sheet

### Eject

- Two footed straight/pin jump
- Stretch up
- Bend knees on landing

## Tape Recorder

• Children respond to the following commands:

- **PLAY** – travel around the room (teacher choice)
- **FAST FORWARD** - run
- **REWIND** – walk backwards
- **PAUSE** – stand perfectly still (this could be in a shape)
- **EJECT** – jump up, then curl into a ball on the floor





# Warm Up

## F, KS 1 & KS 2

- Body awareness
- Mobilising joints
- Responding to commands
- Points and patches

## Key Stage 2

- **Points and Patches:**
- Ask children to touch a point or a patch on the floor.
- Ask the children to combine one patch and one point.
- Ask the children to combine two points and one patch.

## Travelling

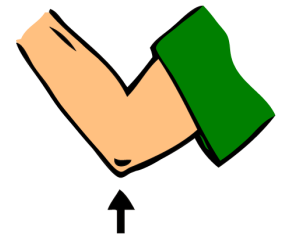
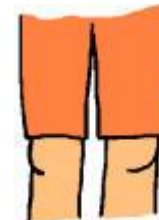
- Use Resource 14.

## Safety

- Ensure children are shown how to gently touch body parts on the floor so that no injuries occur.

## Body Parts

- Children travel around the room.
- On your instruction e.g. elbow, they touch the floor with that particular body part.
- As soon as every child has completed the task they carry on travelling until the next teacher command.
- Encourage different types of travelling.
- A nice way to finish is to give the command of 'bottom' then all children are sitting down waiting for the next activity.



# Warm Up

## F and KS 1

- A fun warm up which engages the children verbally and physically
- Develops body awareness
- Responding to instructions from the poem

- Take a large Teddy Bear in to the lesson and encourage the children to stick labels on the bear showing the body parts used in the poem.
- Use the Teddy Bear to demonstrate the actions to the poem.

## Extension

- Add more verses to include more challenging movements.
- Encourage movement about the space and work with a partner.

## Teddy Bear, Teddy Bear

**Teach children the following rhyme, and as they are saying it, do the actions and make appropriate gestures.**

***'Teddy bear, teddy bear, dance on your toes,  
Teddy bear, teddy bear touch your nose,  
Teddy bear, teddy bear, where's your head?  
Teddy bear, teddy bear, go to bed.  
Teddy bear, teddy bear, wake up now,  
Teddy bear, teddy bear, take a bow.'***

**When the rhyme says 'go to bed' children can do a sleeping action with their hands or lie down on the floor in a small curled up shape.**



# Warm Up

## F and KS 1

- 👉 A fun warm up which engages the children verbally and physically
- 👉 Develops body awareness
- 👉 Responding to instructions from the poem

- Use a tambourine, piano or drum to help children keep the rhythm.
- Create a backing track to sing along with.

## Extension

- Year 2 children could create additional rhyming couplets in a Literacy lesson for use by teachers at Foundation or Year 1.

## Warm Up Verse

**Begin with children standing in a circle.**

**‘Clap 1, clap 2, jump 3, jump 4,  
Turn around slowly and sit on the floor,  
Clap 1, clap 2, nod 3, nod 4,  
Stand up quickly and be ready for more.’**

**Additional verses could be added replacing ‘jump’ and ‘nod’ with actions such as ‘stretch’, ‘turn’, ‘reach’, ‘rock’ etc.**

# Warm Up

## KS 2

👉 *This links well with matching and mirroring lessons*

- *Encourage children to perform basic skills they have been taught in previous lessons:*
- *Jump*
- *Travel*
- *Roll*
- *Weight on Hands*
- *Basic skills photographs – choose a small selection that the children might then incorporate in to their work during the lesson.*

### Health and Fitness

- *Teacher can vary the actions to change the intensity of the activity. E.g.*
- *Walking, stretching, balancing bring about a small increase in heart rate.*
- *Jumping, jogging, bunny hops and skipping bring about a greater increase in heart rate.*

## Mirror Game

- *Children need to be in pairs.*
- *They face each other about 2 steps apart.*
- *1 person is going to be the ‘real’ person and the other is the reflection – children need to decide this.*
- *The ‘real’ person does some actions and the reflection must copy the action exactly.*
- *The ‘real’ person can dodge sideways in different directions to try and lose the reflection.*
- *Ensure children change roles.*



# Warm Up

## KS 2

☞ *This links well with matching and mirroring lessons*

☞ *Also lots of fun*

• *Begin by specifying the body parts to be joined e.g.*

• *Left hand*

• *Both hands*

• *Right knee*

• *Both feet*

• *Then allow children to explore*

### Teaching Points

• *Good body tension*

• *Make the shapes clear and strong*

• *Point toes*

• *Extend fingers*

• *It is a balance so hold the position for 3 seconds*

• *Straighten legs and arms to create clear and strong shapes*

• *Use resource sheet entitled, 'A Good Balance' to give children ideas to help them improve.*

## Glued!

- *Children travel freely in the activity area.*
- *On the teacher's command they quickly find a partner and glue different body parts together without wobbling e.g. backs, bottoms, sides, hands, knees, etc.*
- *This can be developed to combinations e.g. your hands to your partner's knees, one hand and one foot.*



# Warm Up

## F & KS 1 & KS 2

- Develops body tension
- Weight on Hands

• A large photograph of the 'Front Support' position can be found in the basic skills section.

### Front Support Teaching Points

- Should resemble a press-up position
- Chin up
- Hands placed under shoulders
- Body should be a straight line from feet to head
- Good body tension
- This is a good warm up to start a lesson where the children will be taking their weight on their hands as it helps the teacher identify children who may not have the strength to support themselves safely.

## Fox and Rabbits

- Two or three children nominated as foxes
- Foxes can move around on hands and feet chasing the rabbits
  - Rabbits can only move around by bunny jumping with feet together.
- A fox catches a rabbit by touching it
  - The rabbit then 'freezes' in a front support position
- A frozen rabbit can be freed by another rabbit bunny jumping over its legs once.
  - Change foxes frequently



**F, KS 1 & KS 2**

- *Develops body tension*
- *Responding to instructions*
- *Develops spatial awareness*

***Travel***

- *Alter the method of travelling e.g. Walking, jogging, skipping, jumping, hopping.*

***Freeze***

- *A strong shape has good body tension. Use resource 'A Good Balance' to help children identify the features of a good balance or freeze.*
- *Hold position for 3 seconds.*
- *Use a selection of appropriate photographs from the basic skills section to give children ideas that they can also use during the main part of the lesson.*

# Warm Up

## **Musical Statues**

- ***All travel around in space***
- ***When music stops all freeze in different shapes dictated by the teacher***
- ***Tell pupils to freeze in a strong shape so that they couldn't be pushed over.***
- ***Teacher or other pupil could test how strong the shapes were with a gentle push.***

**F & KS 1**

- 👉 *Develops body tension*
- 👉 *Responding to instructions*

• *A large photograph of the 'Front Support' position can be found in the basic skills section.*

**Front Support Teaching Points**

- *Should resemble a press-up position*
- *Chin up*
- *Hands placed under shoulders*
- *Body should be a straight line from feet to head*
- *Good body tension*
- *This is a good warm up to start a lesson where the children will be taking their weight on their hands as it helps the teacher identify children who may not have the strength to support themselves safely.*

# Warm Up

## Wiggly Worm Stretch

***'Head, Shoulders, Knees and toes  
Wiggly worm to work he goes  
Wiggly worm goes home to bed  
Toes, knees, shoulders, head'***

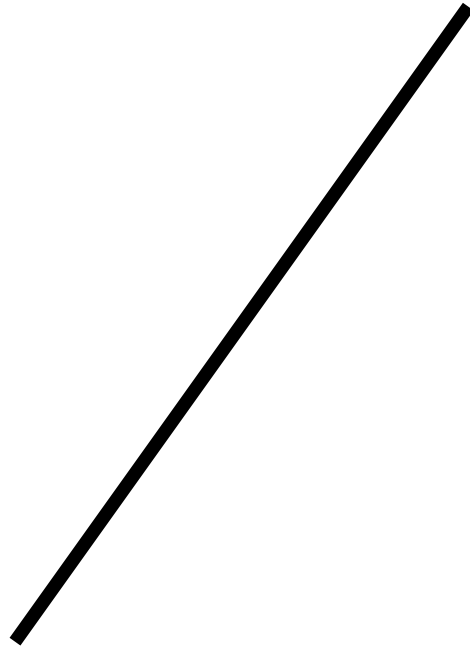
- ***All join in with verse and actions***
- ***Touch parts on body mentioned***
- ***When the verse reaches toes put hands on floor and walk hands out into front support position***
- ***Hold straight body in front support position before 'returning home from work' walk hands in towards toes.***
- ***Increase the time 'at work' to improve strength***





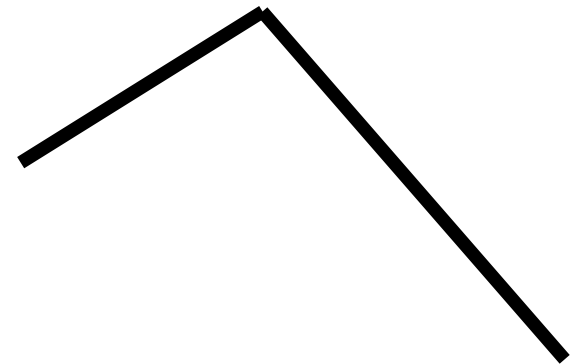
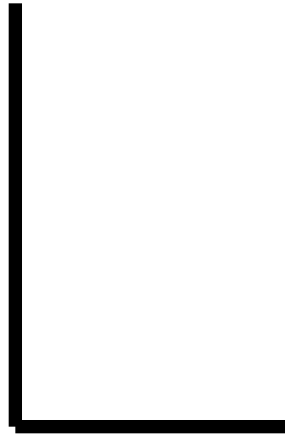
# *Pathways*

***Straight***



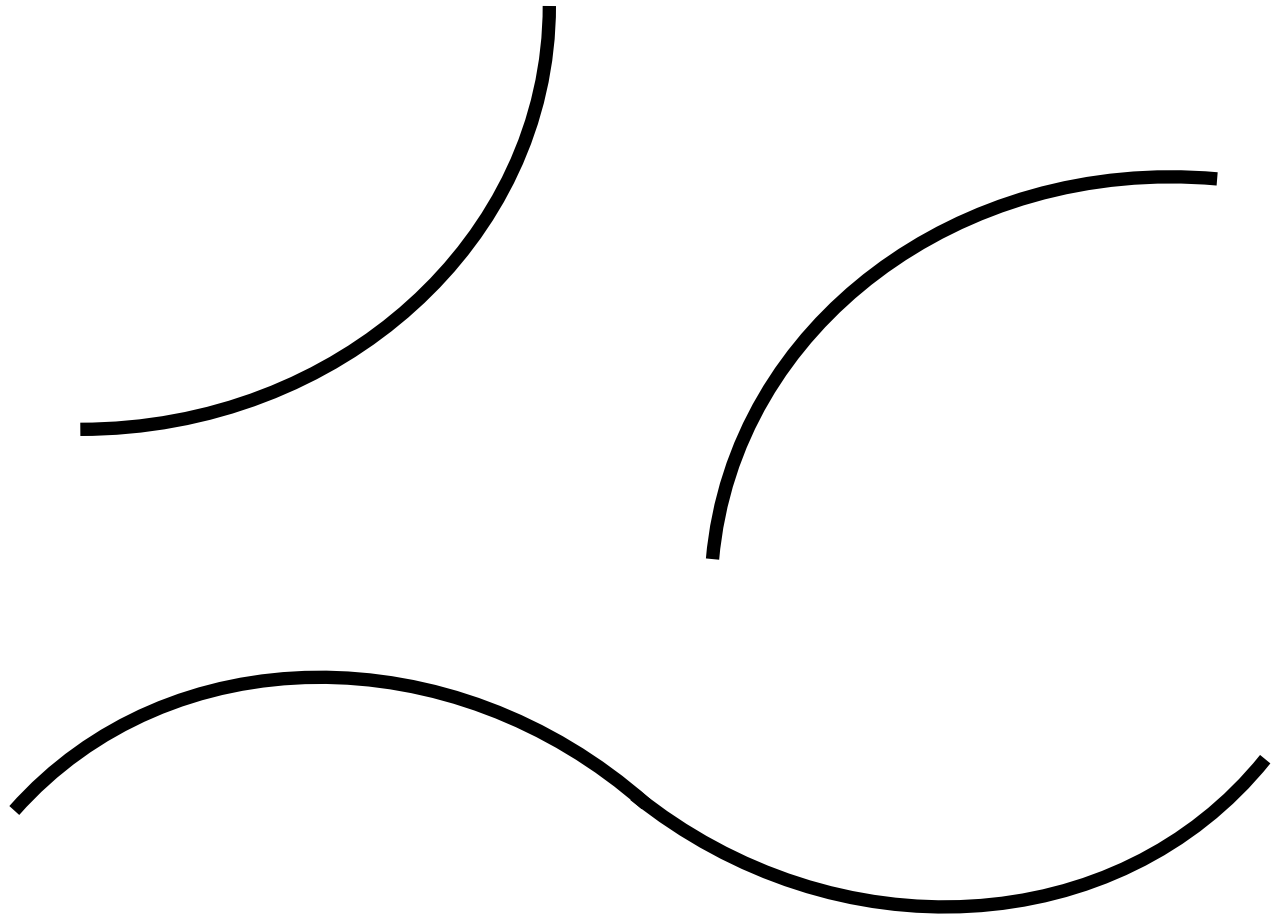
# *Pathways*

*L-shaped*



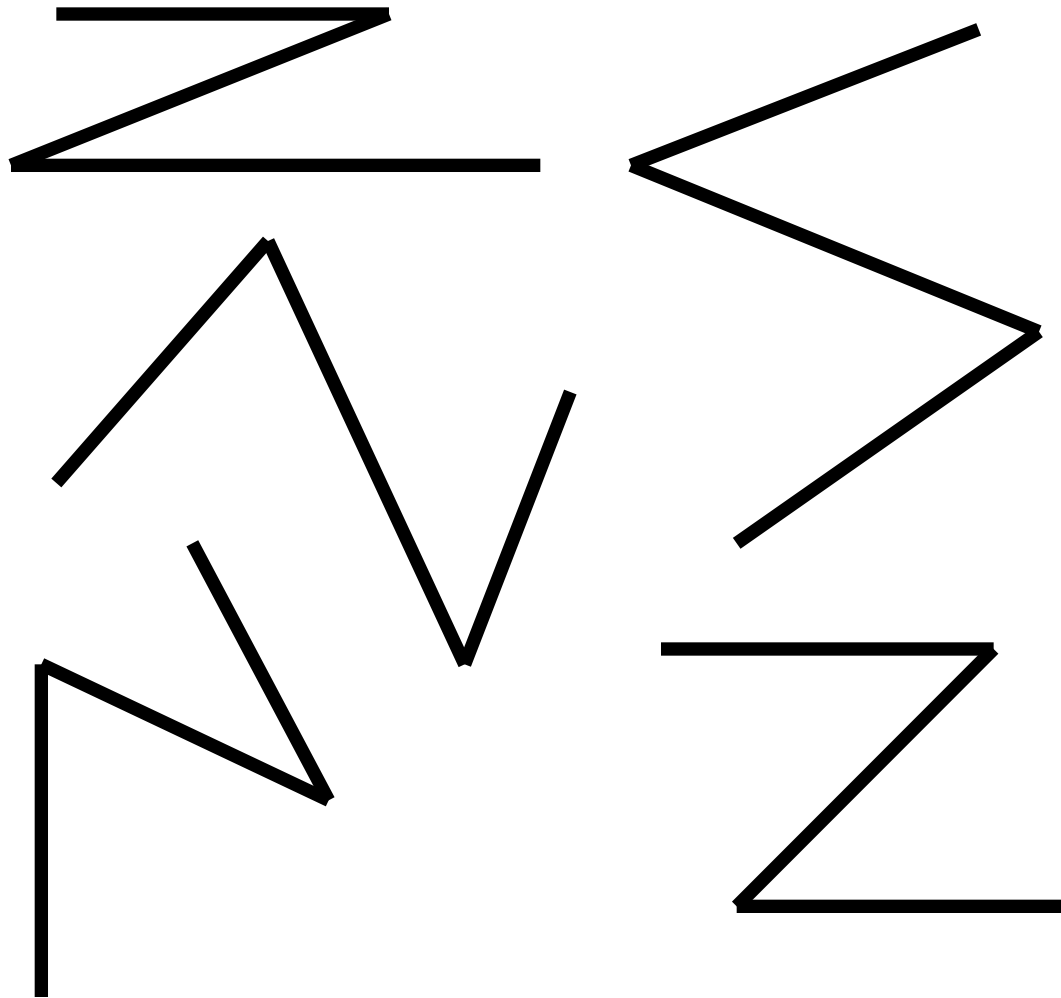
# *Pathways*

***Curved***

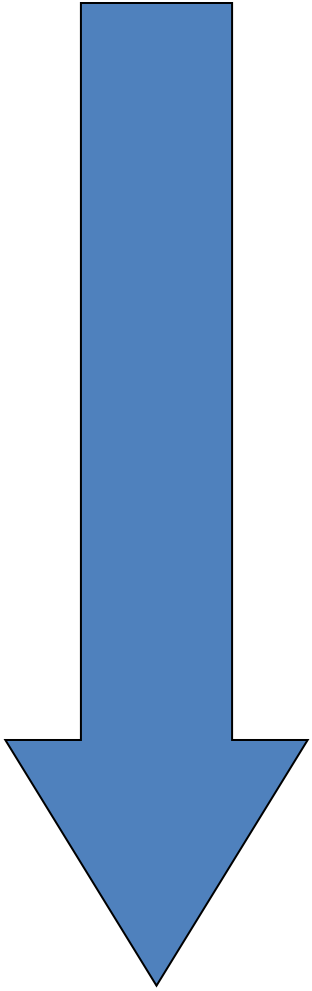


# Pathways

**Zig-zag**

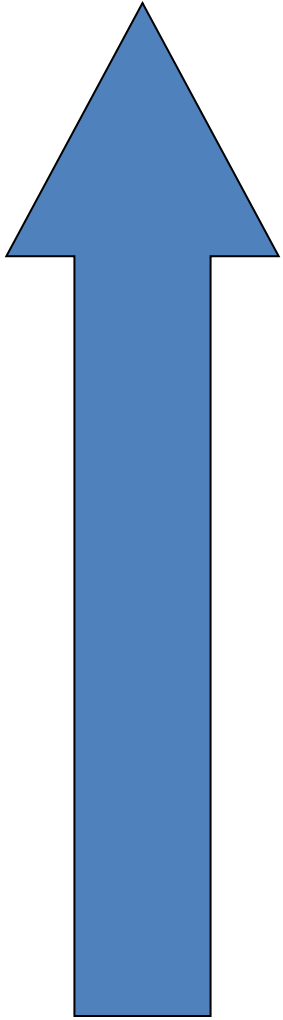


# *Directions*



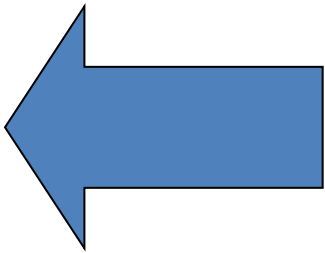
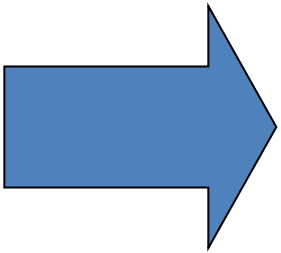
# FORWARDS

# *Directions*



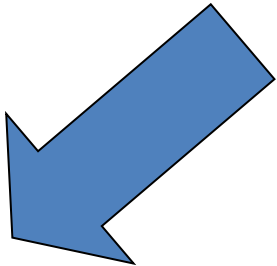
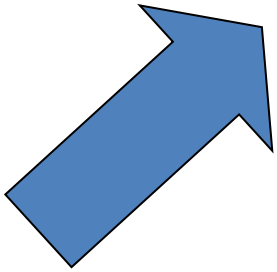
**BACKWARDS**

# *Directions*



# **SIDEWAYS**

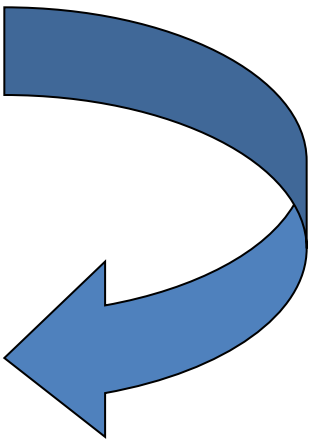
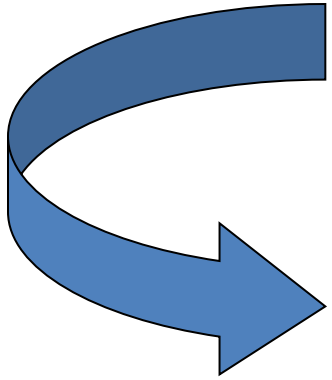
# *Directions*



# DIAGONAL



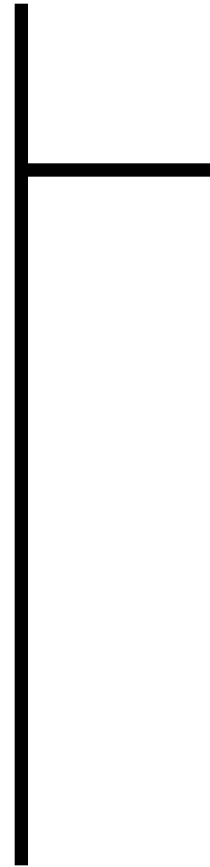
# *Directions*



**AROUND IN  
A CIRCLE**

# *Body Symbols*

***Facing  
Left***



# *Body Symbols*

***Facing  
Right***



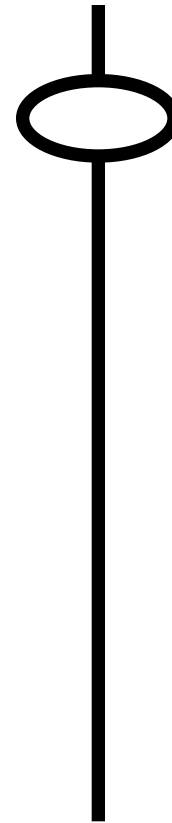
# *Body Symbols*

***Facing  
Backward***



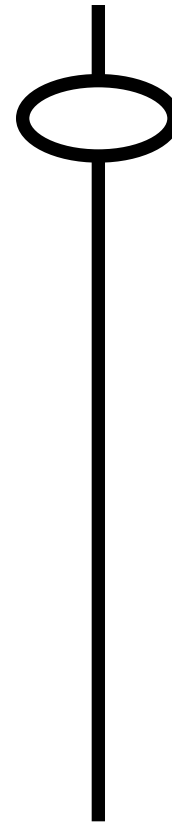
# *Body Symbols*

***Facing  
Forward***



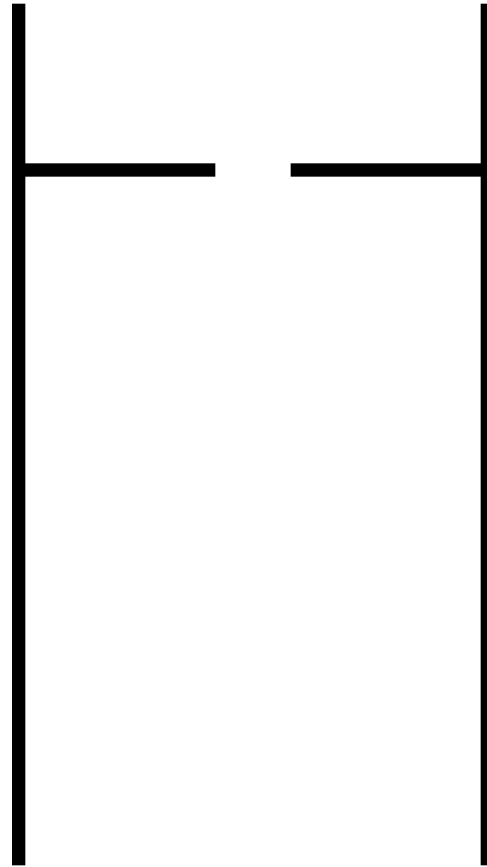
# *Body Symbols*

***Facing  
Forward***



# *Partner Relationships*

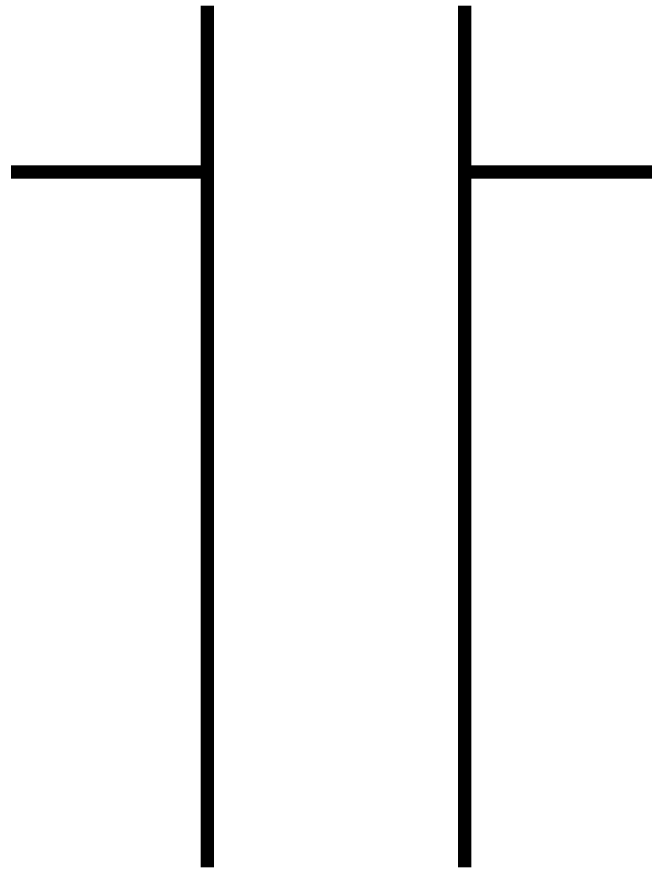
*Facing each other*





# *Partner Relationships*

***Back to back***

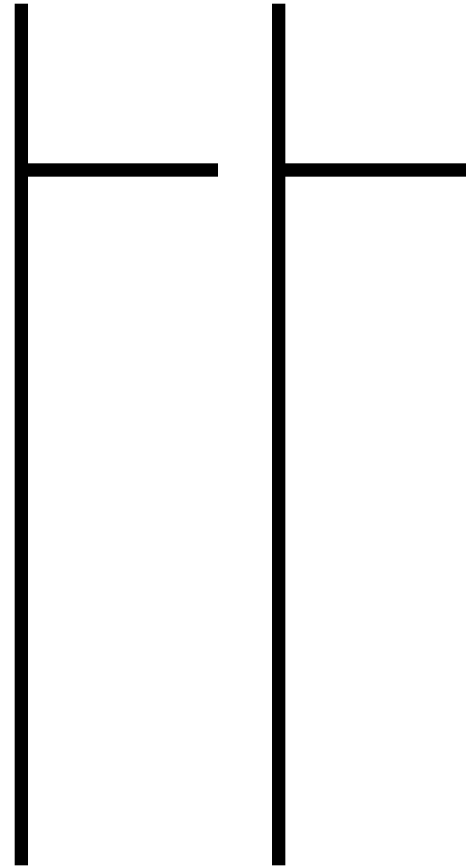






# *Partner Relationships*

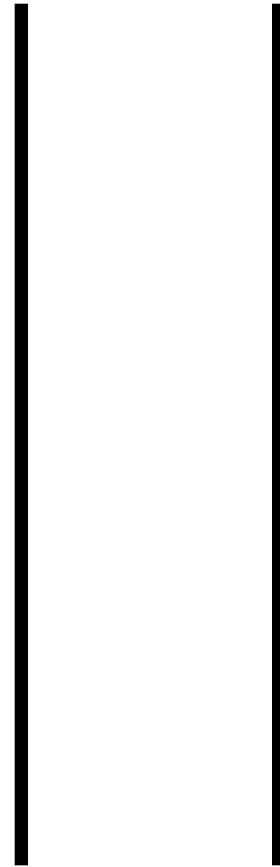
*One behind the  
other*





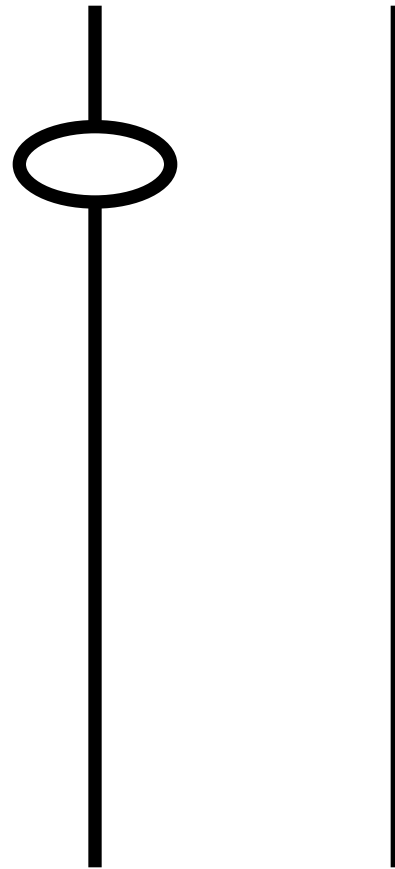
# *Partner Relationships*

*Both facing the  
back*



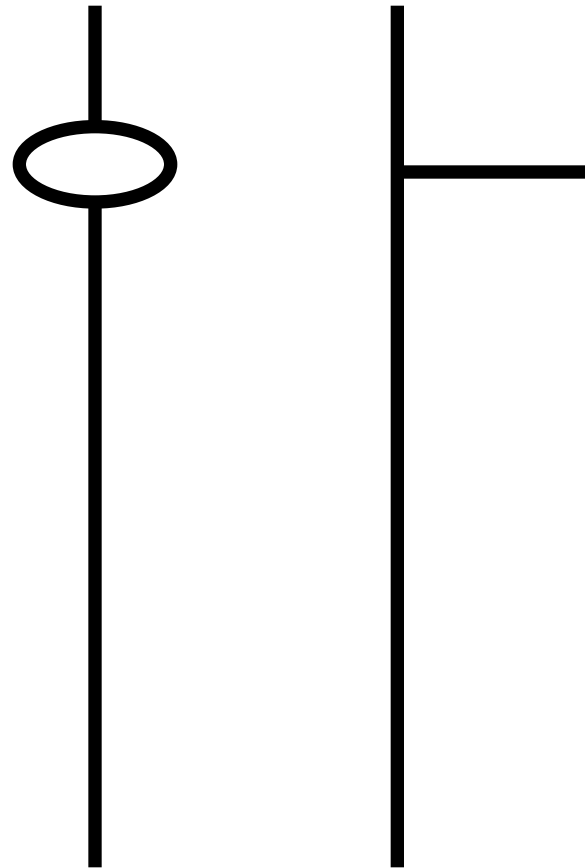
# *Partner Relationships*

*One facing  
forward, one  
facing backward*



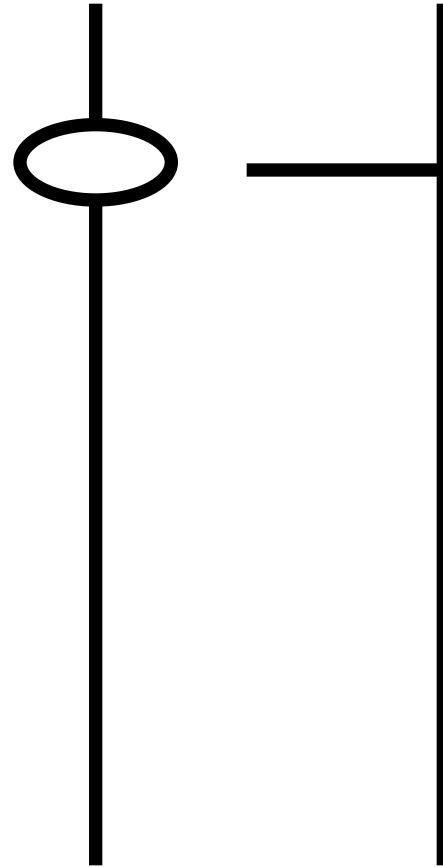
# *Partner Relationships*

*One facing  
forward, one  
facing to the left*



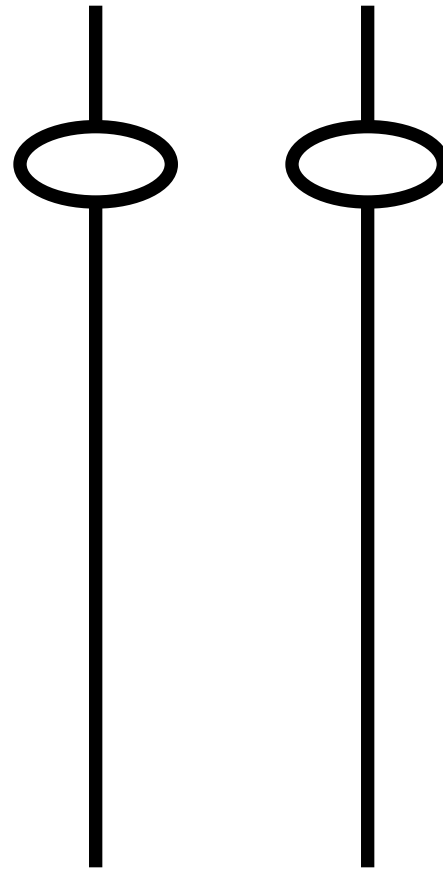
# *Partner Relationships*

*One facing  
forward, one  
facing to the right*



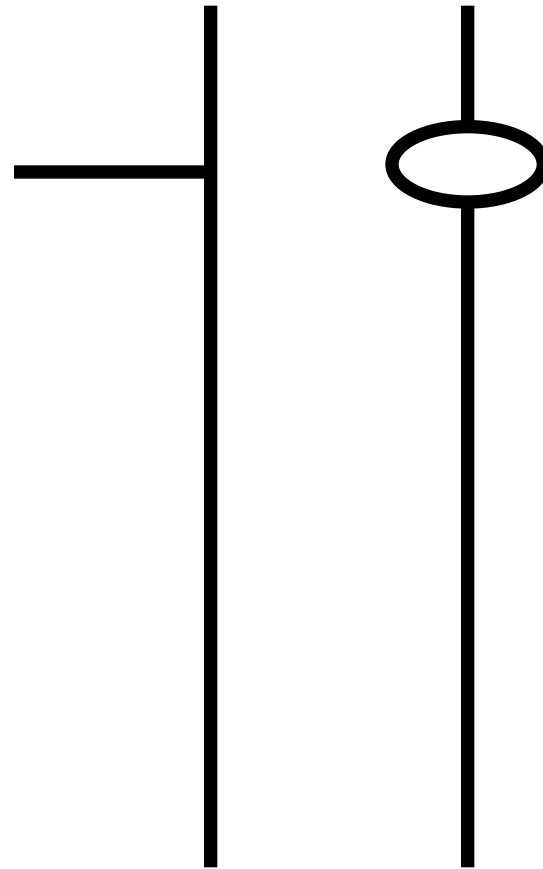
# *Partner Relationships*

*Both facing the  
front*



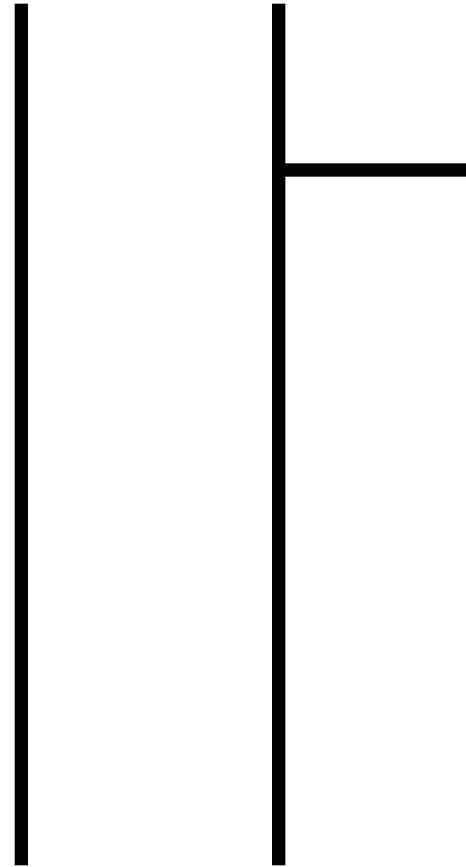
# *Partner Relationships*

*One facing to the  
left, one facing  
front*



# *Partner Relationships*

*Both facing the  
back*

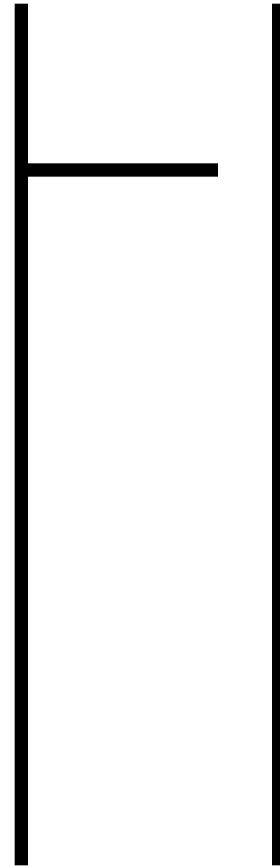






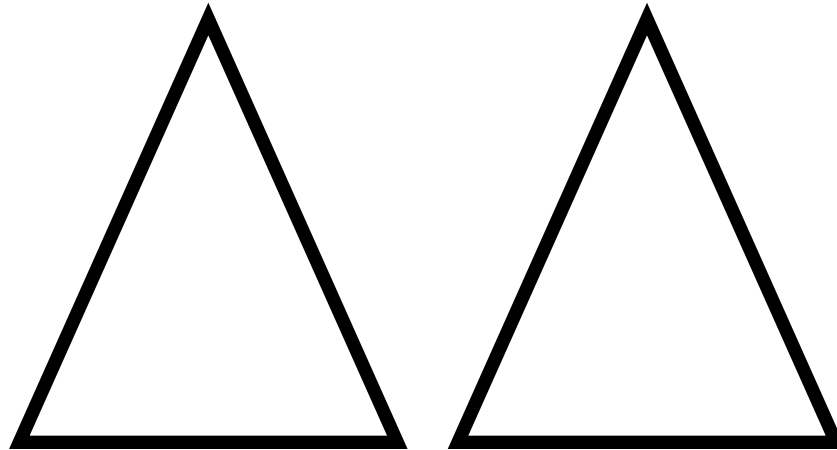
# *Partner Relationships*

*One facing to the  
right, one facing  
the back*



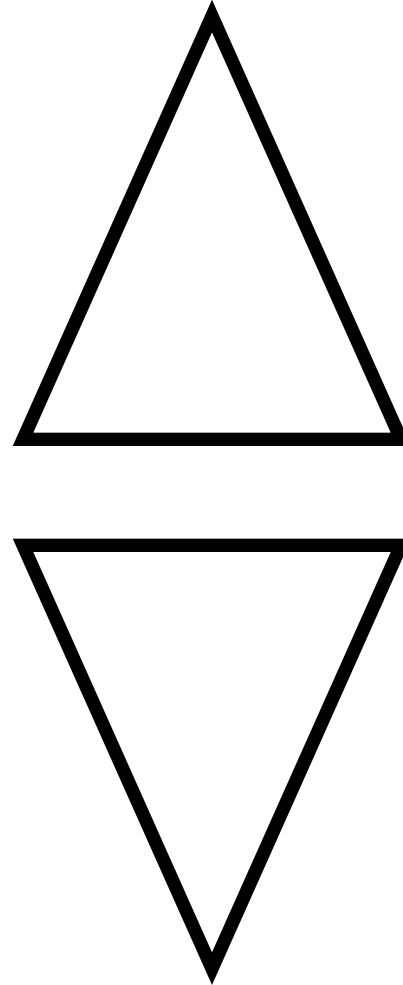
# *Partner Pathways*

***Triangle***



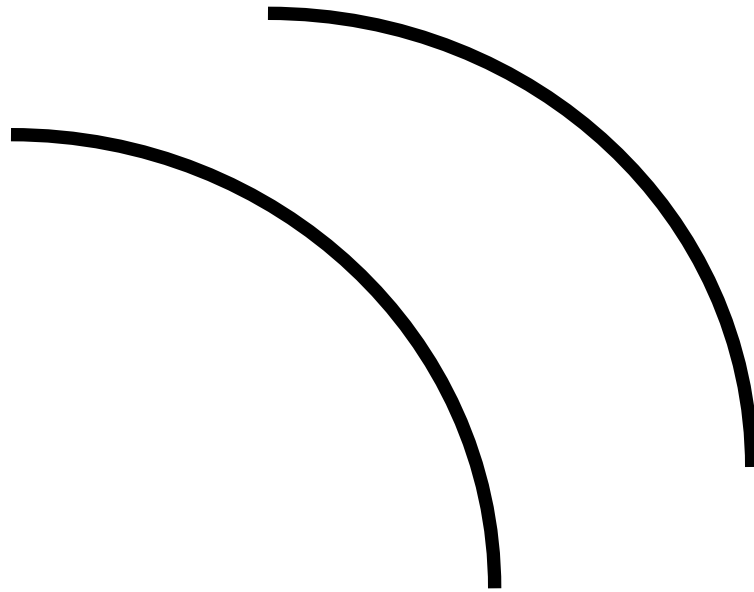
# *Partner Pathways*

***Triangle***



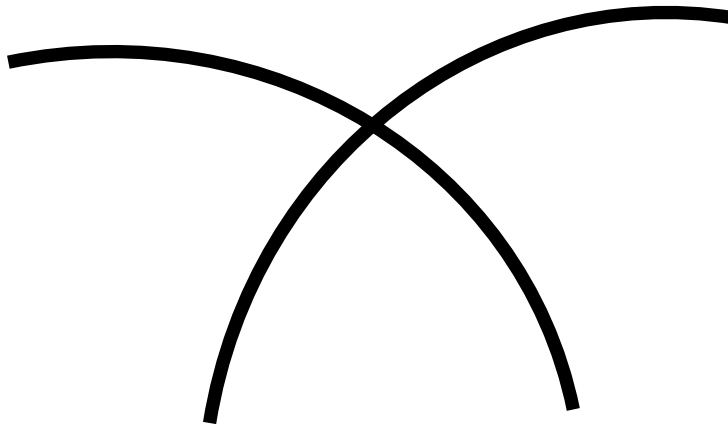
# *Partner Pathways*

***Curved***



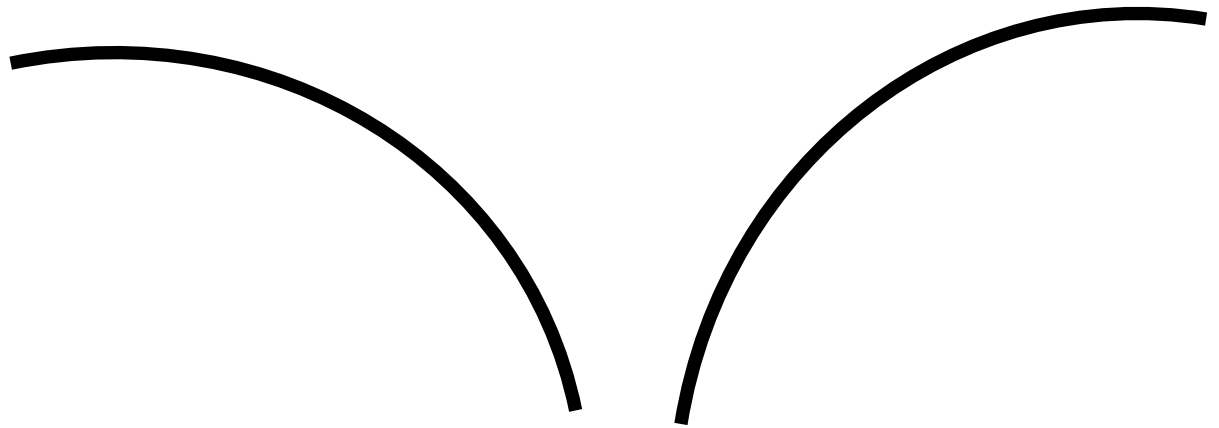
# *Partner Pathways*

*Curved*



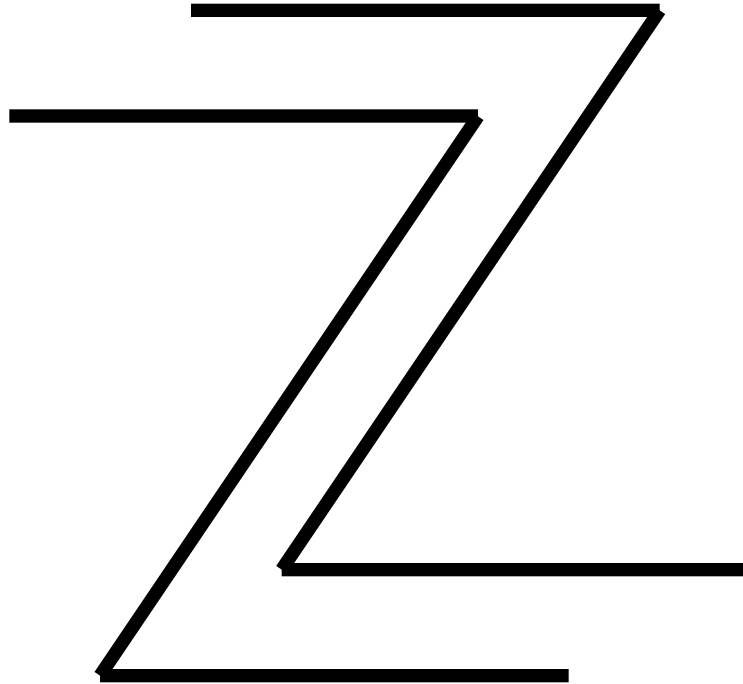
# *Partner Pathways*

***Curved***



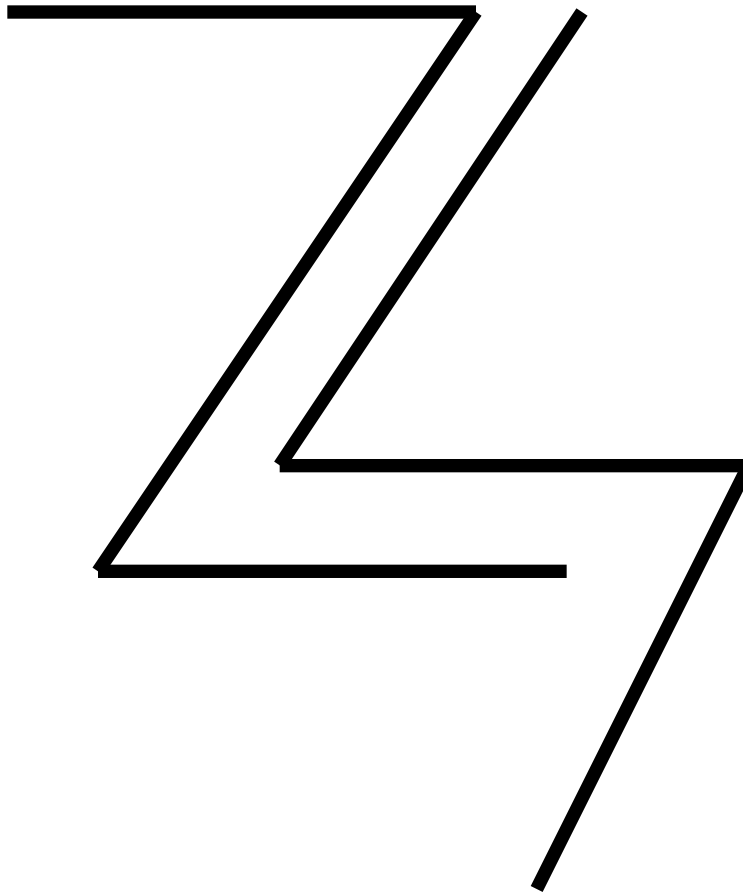
# *Partner Pathways*

***Zig-zag***



# *Partner Pathways*

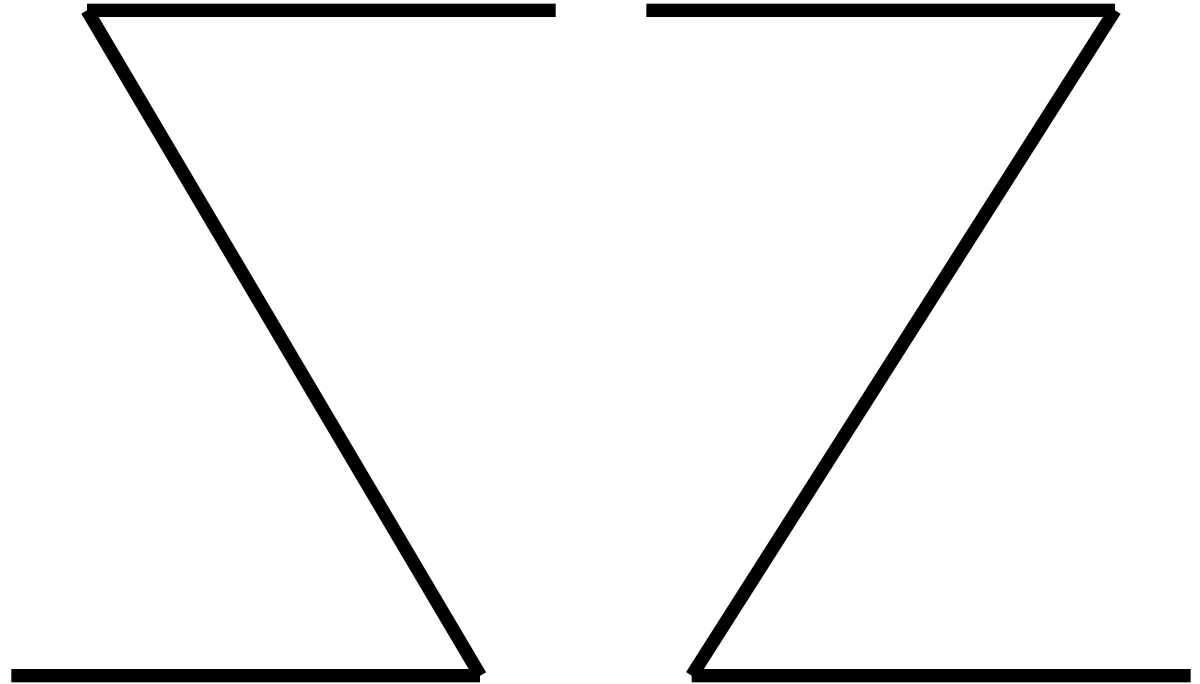
***Zig-zag***





# *Partner Pathways*

***Zig-zag***



# *Levels*

**MEDIUM**

# *Levels*

**LOW**

# *Levels*

**HIGH**

# *Levels*

**HIGH**

**MEDIUM**

**LOW**

# *Shapes*

*Tuck*

# *Shapes*

*Pin*

# *Shapes*

*Piike*



# *Shapes*

*Star*

# *Shapes*

# *Straddle*

# Swinging Ideas

- ***Swing the arms to initiate a pivot on one foot***
- ***Swing the arm into a cartwheel***
- ***Swing one arm or both arms to move out of a balance***
- ***Swing one arm or both arms to turn from position on knees, seat, side***
- ***Swing one leg to initiate a jump from the other leg***
- ***Swing one leg or both legs to move out of a balance e.g. shoulder stand, a handstand***
- ***Swing one leg to initiate a turn on one foot, on one knee***

## *Ways to Move Over a Partner*

- *Jump over – two feet to two feet*
- *Leap over – one foot to the other foot*
- *Hop over*
- *Step over*
- *Step over on hands and feet*
- *Bunny jump over – hands and feet first*
- *Cartwheel over*
- *Forward roll over*
- *Dive forward roll over*

# Set Sequences

## ***Sequence 1***

- 1. Tuck jump***
- 2. To crouch & high bunny hop to knees***
- 3. To tucked sideways roll to knee balance***

## ***Sequence 2***

- 1. Stretched jump with half turn to crouch and roll back***
- 2. To shoulder balance position***
- 3. Roll backwards, stand and step to single leg balance***

# *Set Sequences*

- 1. Jump with half turn***
- 2. Sink down and roll backwards***
- 3. Balance on back, lower legs and stretch arms above head***
- 4. Log roll one and a half times***
- 5. Push up to front support***
- 6. Raise leg to balance, then lower leg***
- 7. Squat into crouch***
- 8. High stretched jump to good landing***

# *Set Sequences Year 6 Lesson 4*

- 1. Star jump, roll back to..(4 counts)***
  - 2. Shoulder stand (4 counts)***
  - 3. Slowly roll forward ¼ turn to knees to tucked side roll to knees... (4 counts)***
  - 4. ¼ turn.... (1 count)***
  - 5. Roll back to shoulders and immediately... (2 counts)***
  - 6. To straddle sit... (1 count)***
  - 7. To 'teddy bear roll'. (3 counts)***
  - 8. ¼ turn through side support, ¼ turn to front support. (3 counts)***
  - 9. Jump into crouch, and stand. (2 counts)***
  - 10. Lift leg to one foot balance. (3 counts)***
- END***

# Counter Balance Ideas Year 6

## Pushing

- *Standing facing with palms of hands in contact and pushing against each other, body leaning towards partner; try on one foot; two knees; one knee; try changing level whilst in the counter balance position*
- *Standing back to back and pushing against each other; body leaning towards partner/s; try on one foot; try changing level whilst in the counter balance position*
- *Lying on backs with soles of feet in contact; pushing against each others feet to raise hips off the floor*
- *When pushing, the further apart the bases are the harder it becomes*

## Pulling

- *Standing facing, hands on each others shoulders and pulling away from each other; body leaning outwards; try on one foot; try sitting; try changing level whilst in the counter balance position*
- *Kneeling facing, holding hands/wrists and pulling away from each other; body leaning outwards; try on one knee; two feet; one foot*
- *Standing side by side, holding inside hands only and pulling away from each other; body leaning outwards*
- *When pulling, the closer the bases the more difficult it becomes*



# Language for Learning 1

## Giving specific praise to consolidate learning

Here are just a few examples of how to give praise that promotes learning and progress.

In each example the teacher comments on a positive aspect of a child's work, clearly stating what was good about the performance.

- 'That was a great balance, Rashpal. You had good body tension, your toes were pointed and you had your chin up.'
- 'An excellent balance Michael. Your back was straight and you held the balance for three seconds.'
- 'A brilliant teddy bear roll, Sarah. You kept good tension in your legs. Can you think of a different way of moving out of your roll?'
- 'Your routine was a good combination of rolls and jumps, Troy. Now try to slow your sequence down and control your movements.'
- 'I liked the way you performed your routine, Sarah. You linked your movements fluently – or smoothly – and you had good start and finish positions.'
- 'That was a well controlled forward roll, Jaspal. You kept your legs together and stood up at the end of your roll without putting your hands down.'
- 'You are jumping much higher now and making some strong shapes...just remember to land softly.'
- 'The shape of your balance was excellent, Gregg. Practise holding that still position for three seconds. It will help if you keep your chin up and look ahead.'

# *Language for Learning 2*

Careful questioning to promote learning and encourage progress

Here are just a few examples of how to use questioning to promote learning and progress.

In each example the teacher asks a guided discovery question that encourages the child to think critically about how they can improve their performance

- “You controlled your routine well, Jade. Can you add some changes of direction to your routine?”
- ‘If you jump and turn 180°, Sarah, what apparatus will you be facing? Does this make it easier to continue your sequence?’
- ‘Where does Rashpal put her feet so that she can stand up at the end of her roll?’
- ‘What is Michael doing to help him jump so high?’
- ‘Are your toes pointed, Gregg?’
- ‘What helps you to land softly and quietly?’
- ‘Show me a balance we practised earlier in the lesson that has one point of contact with the ground.’

# *Language for Learning 3*

Setting challenges to promote learning and encourage progress

Here are just a few examples of how to set challenges that promote learning and progress.

In each example the teacher has identified an area for improvement in a child's performance and has set a challenge to help the child acquire new skills.

- 'Can you jump off the box top and land facing a different way?'
- 'Can you vary the speed of your roll?'
- 'Can you make your legs even straighter, Munisha?'
- 'Can you think of another finishing position?'
- 'If you watch Harry, he is finishing his roll with his legs apart – a straddle – see if you can finish your roll with a straddle.'
- 'Can you finish your roll in a different way?'
- 'Is there a different shape you can make with your legs when you are in a headstand?'
- 'You both had excellent tension in your balance. Can you mirror each others movements to make your routine more interesting?'

## Evaluating and Improving

Gymnastics lends itself very well to the Evaluating and Improving strand of National Curriculum PE.

Below is a list of easy to more challenging questions that encourage children to:

- comment on what they have seen, and
- suggest ways in which their own and others' performances can be improved.

### • Easier Questions

- Was that a wide or narrow shape?
- Did you do a wide or narrow shape?
- Can you make your shape wider/narrower?
- Can you perform your favourite shape?
- What levels did Jane use in her sequence?
- Name 1 action that was performed in the sequence.
- Name 1 roll jump/ balance/ travel/ turn in Sushma's sequence.
- Which body parts were in contact with each other, during Kevin's and David's partner balance?
- What did you notice about Shahzaib's head as he performed a point balance?
- Where was Sarah's starting and finishing point?
- What was Sarah's starting and finishing position?
- Did John travel quickly or slowly?
- Were Maria's shapes symmetrical or asymmetrical?

### • Moderate Questions

- Name an action where body tension could be seen.
  - Why was John's balance good?
  - Name the points Kerry balanced on.
  - How did Mark travel towards/away/on apparatus?
- ### • More Challenging Questions
- Name one part of Alisha's sequence/ balance/action that could be improved? What does Alisha need to do to achieve this?
  - How did Abbas travel to get into a spin? Was it effective? If no can you suggest a travel that would be more effective?
  - Why was it a good sequence? i.e. Different levels/ speed/ variety of actions
  - What could they do to improve the sequence?
  - Name 3 different actions that were performed in the sequence. Perform the 3rd action
  - How do you know the actions were matching or mirroring?

# Apparatus Approach

*Notes for the PE Co-ordinator*

## **Whole school approach to using apparatus in gymnastics.**

- This idea was taken from Sheila Fulford, Staffordshire advisor for gymnastics.
- This approach to managing apparatus ensures: health and safety, progression through the year groups, staff confidence in managing the apparatus, children know what is expected of them, limited number of accidents.
- The system revolves around the whole school storing the equipment around the edge of the hall, where it is safe to do so, and then returning the equipment back to the same place at the end of each gymnastics lesson. If it is not stored in the same place all of the time, the next class to do gym will find it difficult to get out their apparatus.

## **Below is a list of stages to go through when setting up the gymnastics plans:**

- Make sure you have digital camera and disks to photograph stations.
- Work to the curriculum map for gymnastics i.e. how many lessons of gym do they do in each year group. This will determine how many different gym plans you will need to set up. If the school does 6-8 weeks of gym in Years 3-6, then produce a plan for Years 3 & 4 and another plan for Years 5 & 6. There is no point in trying to devise a new plan for each year group when the children may only have used the apparatus in 3 or 4 lessons of a unit of work.
- Key Stage 1 may be different. Often, Key Stage 1 do a lesson of gym every week for 2 or sometimes 3 terms of the year so you may need to invent a plan for Year 1 and then a separate plan for Year 2. Decide whether there is enough equipment and/or enough curriculum time given over to gym to warrant producing two plans at Key Stage 1.
- Then check the equipment in the hall. If there is anything that you feel you would not use with children, discuss with staff and Headteacher and leave it out of the gymnastics plans.
- Decide where the equipment is going to be stored in the hall. Is there anything that is a permanent fixture that you need to work around? Is there anything that normally gets put away but hasn't been? Put it away so that it doesn't appear in the photos and confuse the children. Can you rearrange the storage of the equipment to make it easier for the children when they come to get the equipment out? If you are going to change the way equipment is stored, make sure you ok it with the Headteacher first.
- Once you have decided where the equipment will be stored, sketch the hall and label all of the equipment, fire exits, doors, dinner hatch etc. Use Word to create a neat copy of this which the school can have on the hall wall and the PLT can keep in their subject co-ordinators folder for Ofsted.
- Now begin to create the apparatus stations from where the equipment is stored.

# Apparatus Approach

*Notes for the PE Co-ordinator*

- Place mats at an angle and be conscious of the tendency for children to queue on apparatus that has a clear pathway along it. Try to create a cluster of apparatus with space behind and between. It is important children are encouraged to use the floor space around the apparatus as much as the apparatus itself.
  - Don't feel you have to use every piece of apparatus. We don't want to create climbing frames! Leave out equipment that is difficult for children to get out, or of poor quality.
  - Photograph each station from near the middle of the hall looking outwards so that the children can orientate their equipment with the walls, windows, fire exits etc.
  - You should try to create 6 stations as this allows for a class of approximately 30.
  - Print out the photos on to photographic paper with a heading at the top e.g. Year 3 and 4: Apparatus Group 1 etc.
- The whole staff will then need a meeting where the approach can be explained and demonstrated. At the meeting, show the photos and explain why having this whole school approach is such a good idea, for the reasons given above. You will also need to take the staff through the process of introducing it to their children and training them up to get the equipment out and put it away.
- At the staff meeting, take the staff through the following points:
  - Introduce the Whole School Approach to Using Apparatus in Gymnastics. Staff will realise quite quickly what a good idea it is.
  - Put across the principles i.e. the equipment is stored around the hall and is always kept in the same place, the plans have been designed so that the children only move the equipment a short distance. Allay any fears about certain pieces of equipment: there will often be pieces of equipment that staff never use because it is awkward to get out, or it is old etc. If you have left it out of the plans, tell them straight away. If you have included the wall apparatus, make sure all staff have a go at putting it out and putting it away again.
  - Use PSE/PCE lessons to introduce this to their class. Don't waste PE lesson time. PCE lessons are ideal as they would be learning citizenship skills, communication, problem solving, organisational skills, responsibility, safety, patience, how to work as a team etc. Children do not need to get changed.
  - Divide class in to apparatus groups, which may be the same as PE groups.
  - Show children how to carry certain pieces of apparatus i.e. give the piece of apparatus a nose, 1, 2, 3, lift, 1, 2, 3, down, straight back.

# Apparatus Approach

*Notes for the PE Co-ordinator*

- Sit groups in the hall, each group to form a circle.
- Give them their photo and ask them to discuss where their station is situated in the hall. Look at the background of the photo to help.
- Groups now go and sit in the hall where they think their apparatus is placed.
- Look at photo again and discuss the apparatus they have to get out. Look around the hall to find out where their apparatus is placed. Can they get their apparatus from quite nearby? Could any other group get in their way whilst collecting and moving their own apparatus? Where will they have to collect mats from? How many will they need?
- Decide who will fetch which pieces of apparatus. Assign jobs to group members. The children can do this. The teacher can assign an apparatus group leader if they feel it would help.
- Get the apparatus out.
- Discuss any problems: Did anyone get in your way whilst you were moving your apparatus? What problems did you encounter? How did you solve them?
- Teachers need to value the process of training up the children as much as the end product. This could be very valuable PSE time and will pay off in the end during PE lessons.
- Put apparatus away.
- Repeat getting apparatus out and putting it away several times. Discussing and solving any problems that may arise.
- Teachers must insist on the children speaking quietly, walking with apparatus and looking out for each other. Teachers must create a safe environment and enforce this when allowing children to move the apparatus.
- Spend 2 or 3 PSE lessons training the children. Also refresh their memories in a PSE lesson just prior to getting the apparatus out in a gym lesson.
- With this approach, a whole class can be ready to use the apparatus within a couple of minutes, and eventually they may not even need the photos to remind them.
- Where a school cannot use PSE time, the teachers may want to build up the apparatus during gym lessons, but do so piece by piece over a period of weeks.
- Ask the staff if they feel able to manage this with their class. You may be in a position to support them during curriculum time.
- Schools may want to store their gymnastics apparatus cards in the hall, pinned to the wall in a wallet for example.

# *Apparatus layout examples*





# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# Apparatus layout examples





# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



# Set Sequences



# *Set Sequences*



# *Set Sequences*





# *Apparatus layout examples*



# *Apparatus layout examples*



# *Apparatus layout examples*



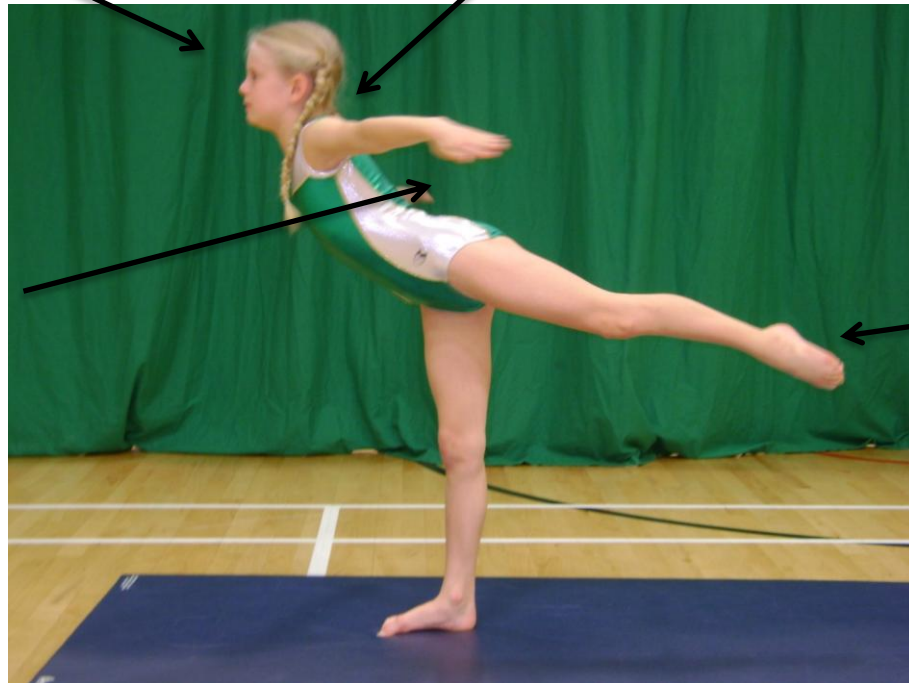
# A Good Balance

Head Lifted  
Focus

Shoulders Back and down

Fingers  
Pointed

Toes  
Pointed



Good Body Tension

## *3 Point Balance*



# 3 Point Balance



## *Weight on Hands / Bunny Hop*

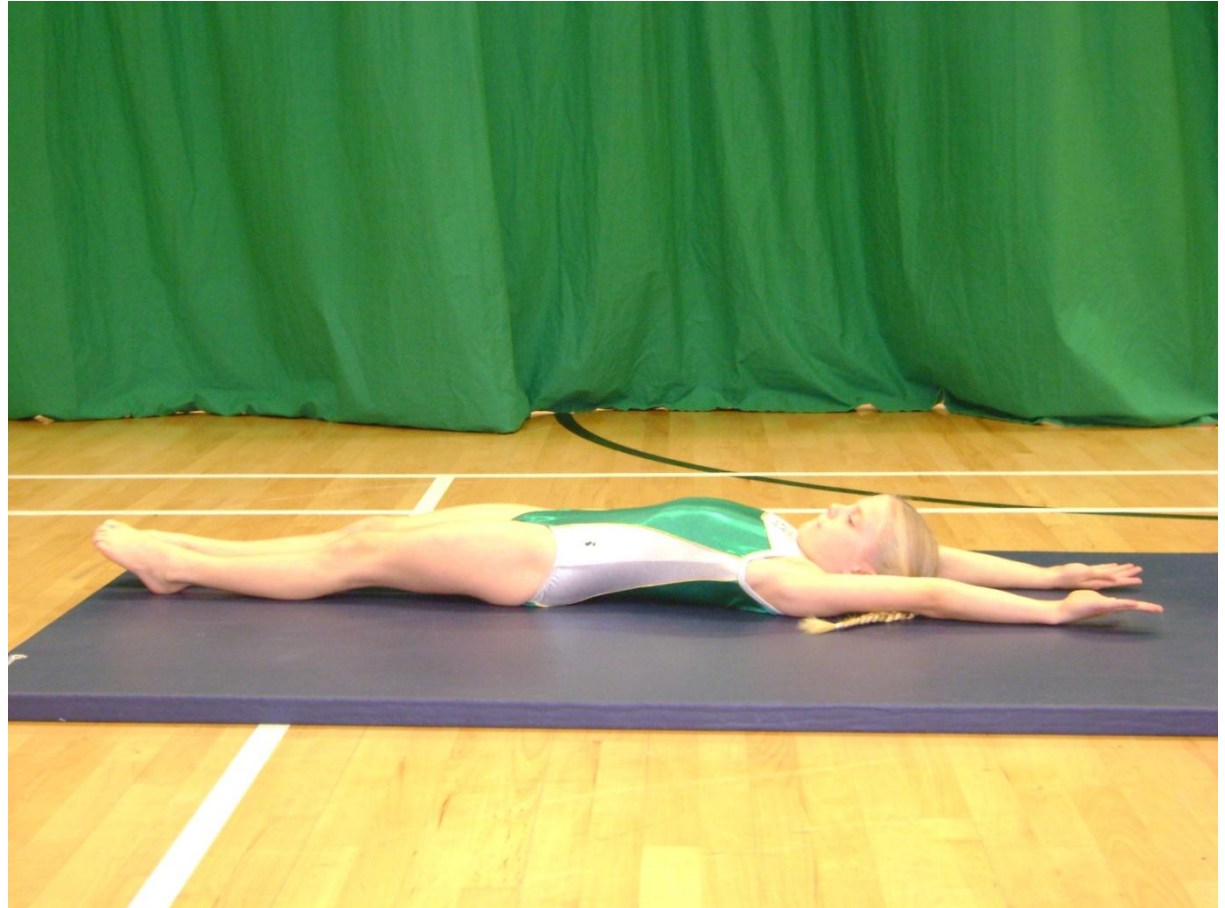


# *Sitting Pike Shape*





# *Lying Pin Shape*



## *Straddle Sit with Arm Extension*



## *2 Point Balance using a Bench*



# *Dish Balance on a Bench*





## *3 Point Balance using a Bench*



## *3 Point Balance using a Bench*



# *3 Point Balance using a Bench*





## ***3 Point Balance using a Bench***



## *3 Point Balance using a Bench*



## *2 Point Balance using a Bench*



## *2 Point Balance using a Low Table*



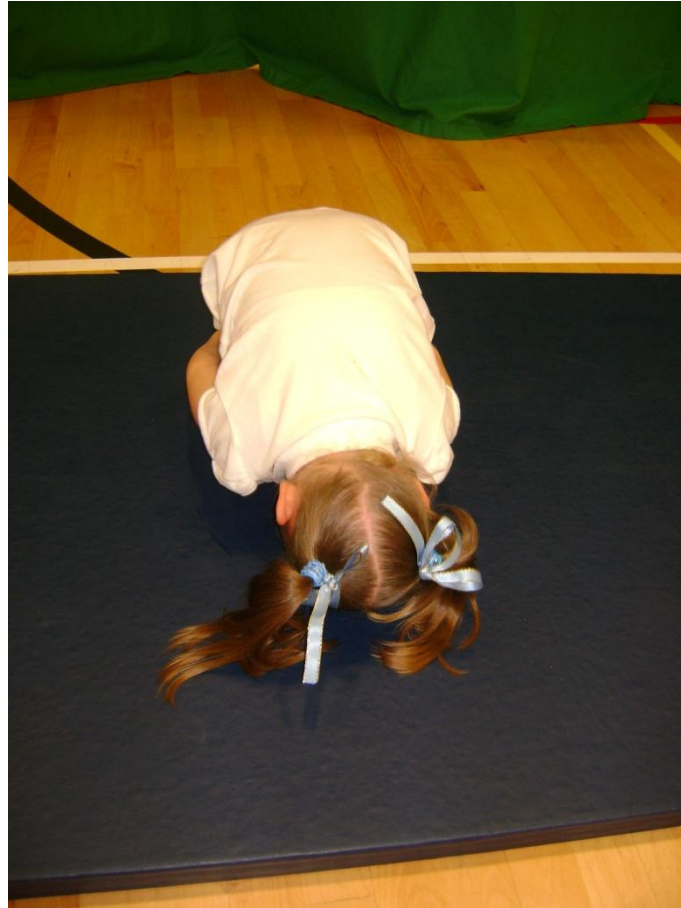
## *2 Point Balance using a Bench*



# *1 Point Balance – V Sit*



# *Small Ball Shape*



# 4 Point Balance





# *Shoulder Stand*



## *4 Point Balance on 2 Hands and 2 Shins*





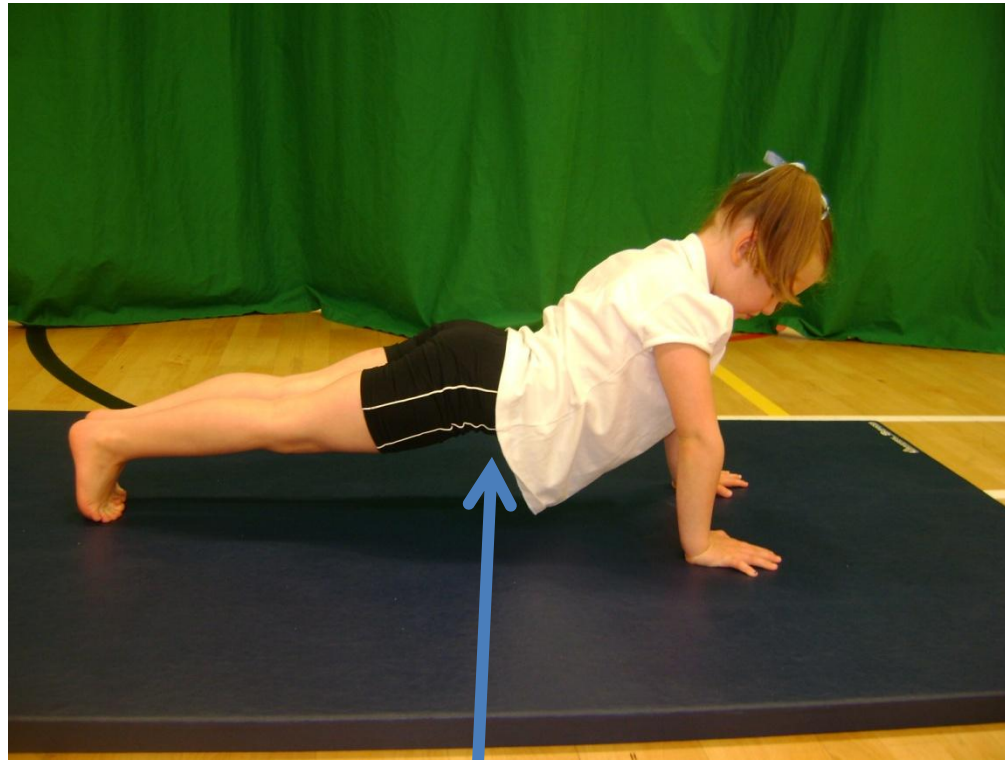
# *Pin Shape Lying Down*



## *2 Point Balance*



# Front Support Position



To improve the look of this position the bottom should be higher and in line with the shoulders. Keep the back flat.

# 3 Point Balance

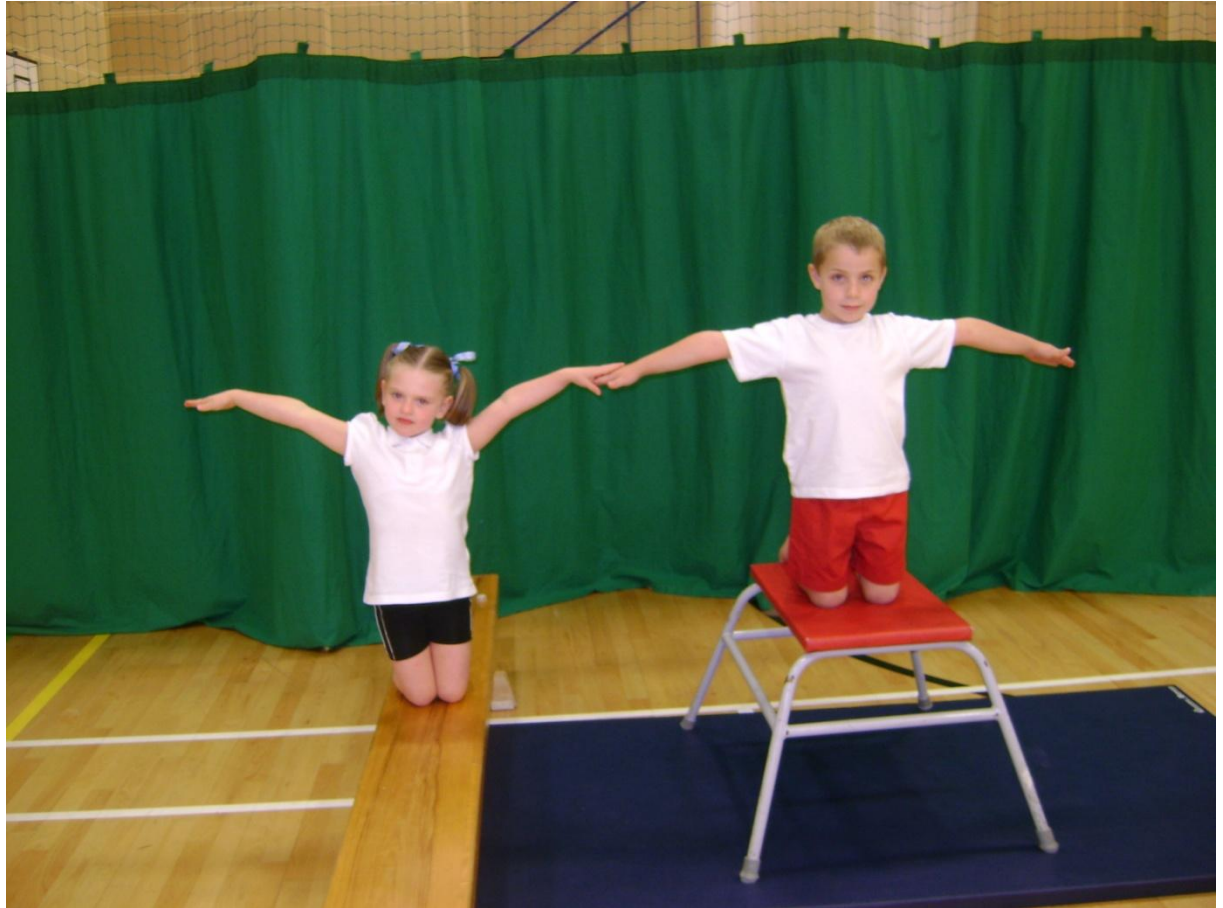


# Stance

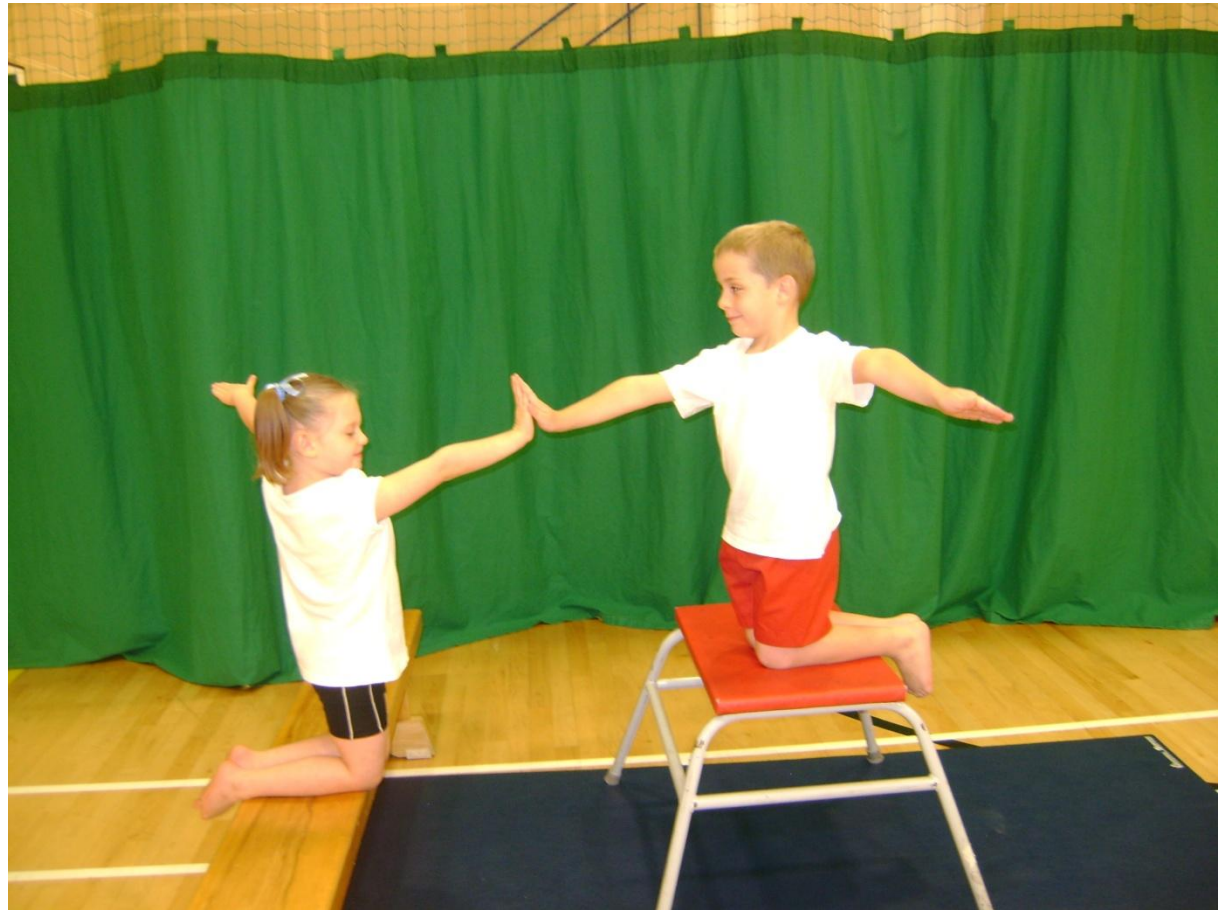




# *Partner Balance on Apparatus*



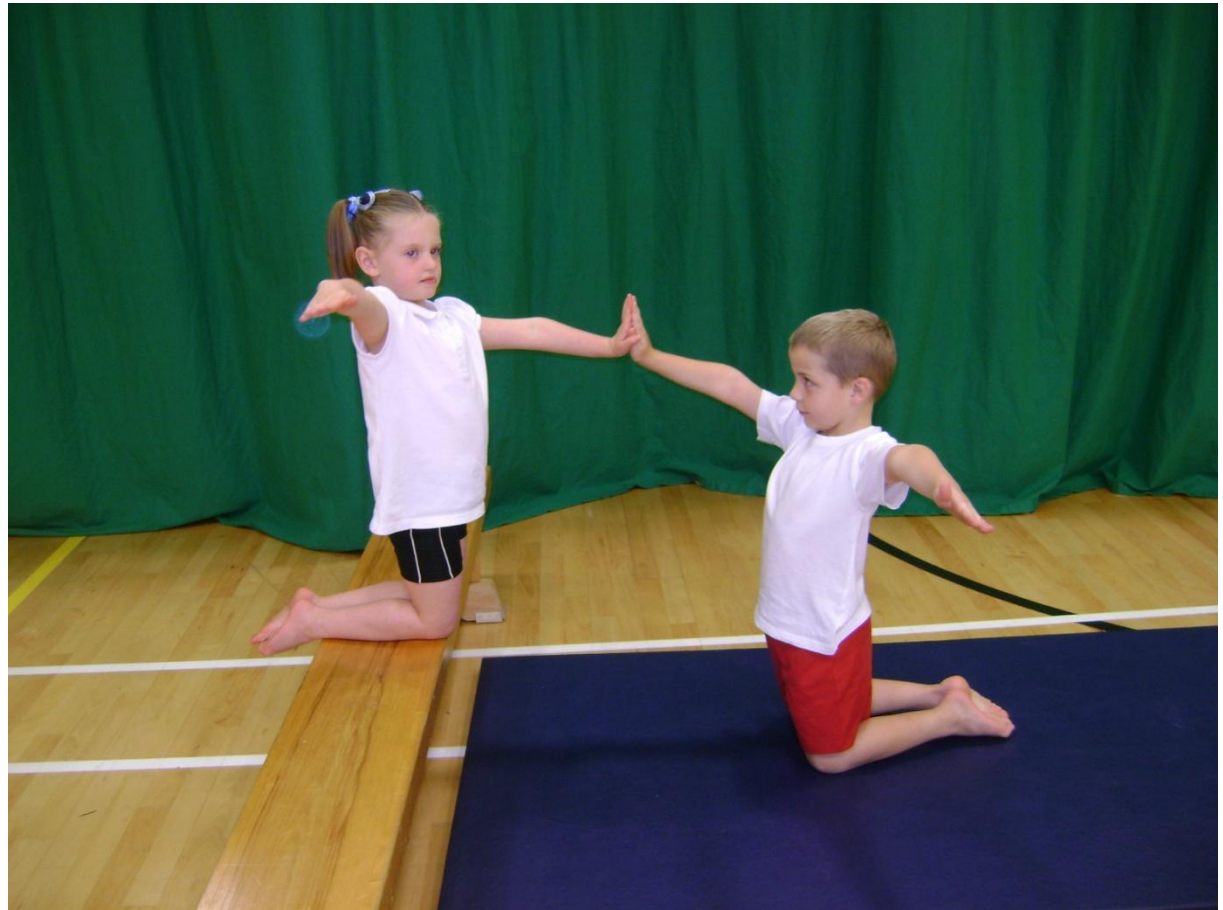
## *Partner Balance on Apparatus*



# *Partner Balance on Apparatus*



## *Partner Balance on Apparatus*



# *Partner Balance on Apparatus*



# *Partner Balance on Apparatus*



## *2 Point Balance on Apparatus*

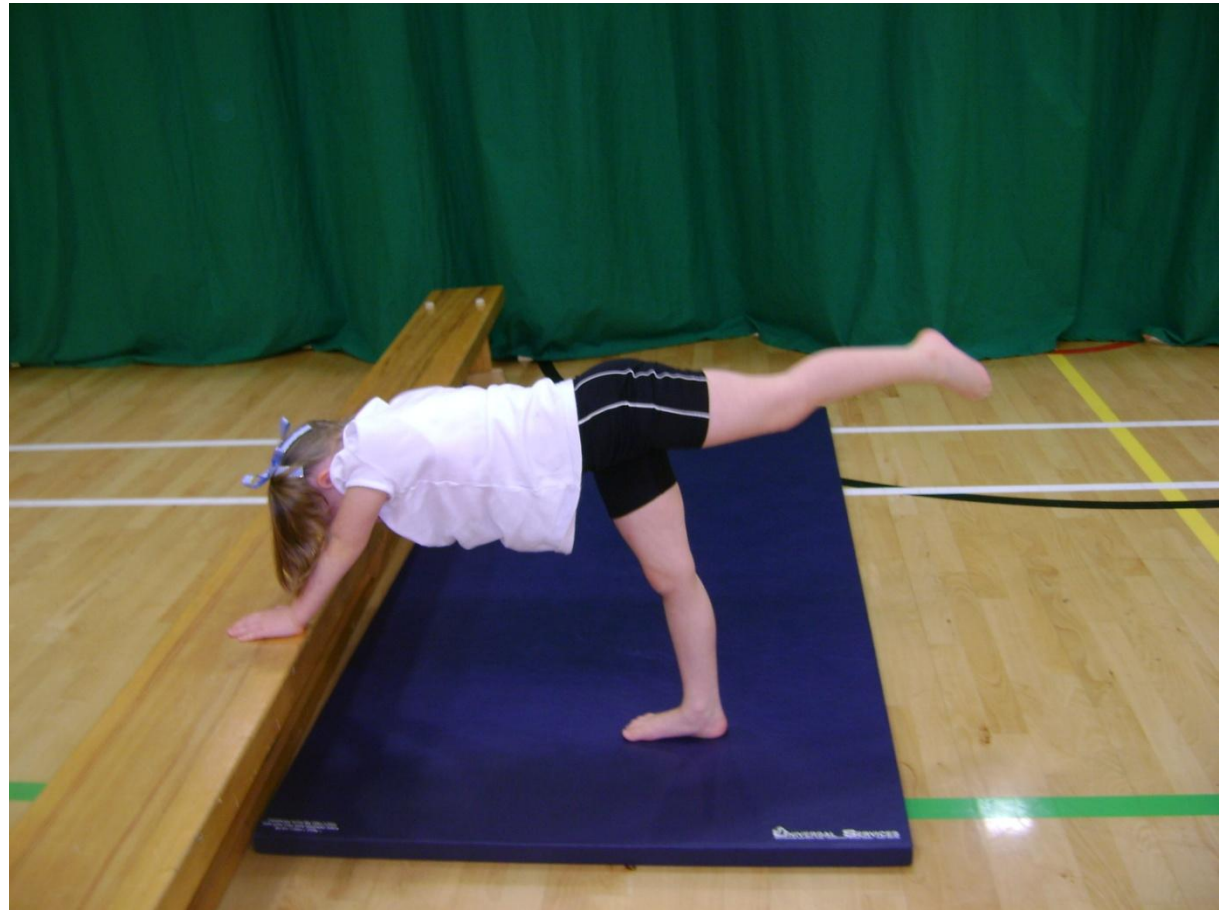


# *2 Point Balance on Apparatus*





## *3 Point Balance on Apparatus*



## *3 Point Balance using Apparatus*



## *2 Point Balance using Apparatus*



## *2 Point Balance using Apparatus*



# *Weight on Hands*



# *Weight on Hands*



## 2 Point Balance – How to Improve



How could this balance be improved?

Which arm needs lifting?

Are the fingers and thumb together and in line?



# Year 6 Partner Observation Sheet

**Observer:**

**Gymnast/s:**

**1. The variety of skills used in the sequence were:**

**2. The sequence was interesting because it used the following movement ideas (circle if present)**

*Changes in direction    Different pathways    Different levels*  
*Changes in speed    Different body parts    Different body shapes*

**What else did you see? .....**

**3. The sequence fitted to the music (circle your choice)    Well    Sometimes    Never**

**4. What liked best about the sequence was.....**

**5. What could be improved was.....**



# *What makes a good sequence?*

- *The sequence fulfilled the task that was set*
- *The movements were performed fluently*
- *There were changes in speed*
- *There were changes in level*
- *There were changes in body shape*
- *There were changes in direction*
- *There was a balance between movements on the spot and travelling*
- *There was a variety in actions performed e.g. Balance, jump, slide*
- *The performer demonstrated control*
- *The performer showed good body tension throughout*
- *Combinations of actions showed creativity and originality i.e. were unusual and different*

