

# Warm up sheet

Keystage 1

## Beans Game:

Ask the children to move around the room, using different movement styles: walk, jog, skip, gallop etc.

On command:

**String Bean** - Stand in straight shape

**Broad Bean** - Stand in Star shape

**Baked Bean** - Tuck on knees

**Runner Bean** - Running on the spot

**Jumping Bean** - Jumping on the spot

**Frozen Bean** - Stop/freeze

## Additional optional fun beans:

**Jelly Bean** - Wobble on the spot

**French Bean** - Bow saying "Ou la la"

**Chilli Bean** - Shiver on the spot

## Rabbits:

Using hoops or rubber spots, allow the children to pick a rabbit hole each, ask them to remember where their rabbit hole is and who is standing near them.

Ask the children to move around the room, avoiding each other and apparatus

On command: "Go home rabbits" the children are to return to their rabbit hole and stand as tight and still as they can.

Repeat a few times using different movement styles: walk, jog, skip, gallop, side step etc.

## Zoo:

Take the children on an imaginary trip to the Zoo

On command move around like different animals:

**Zebra** - Gallop round with one leg remaining in front, change leading legs and repeat

**Kangaroo** - On toes with legs together, jumping around

**Giraffe** - Standing stretching very tall, walking with high legs and giant strides

**Gorilla** - Side galloping, repeating on both sides

**Crab** - Sit on bottom, hands flat on floor, lift bottom and walk forwards

**Caterpillar** - Front support, walk feet to hands and then hands away from feet (aim for straight legs)

**Rabbit** - In crouch move hands forward together, then jump feet in and repeat

**Crocodile** - On fronts, commando crawl, using opposite arm to leg action

**Can the children come up with any other different animal actions?**

## Musical Statues or Alphabet Soup:

Ask the children to move around the room to the music, using different movement styles:

- Walk

- Jog

- Skip

- Gallop

- Side step

- Hop scotch etc.

**On pausing the music children must freeze.**

**Ask the children to make the shape of the letter using different body parts holding each position for 5 seconds**

## Traffic Lights:

On command:

**Red** - Stop/Freeze

**Amber** - Get ready/Jog on the spot

**Green** - Go/jog around mats

Add in additional commands as required:

**Roundabout** - Small jumps around in circle, both ways

**Sleeping policeman** - Lie on back in straight shape, eyes shut

**Speed camera** - Double jumping jack (like flash from camera)

**Build a bridge** - Make a front support position

**Crash** - Rock back and forward in a tuck shape

**Traffic warden** - If space and numbers allow, allocate 1 or 2 children to be traffic wardens, they are to try to catch as many people as possible, if caught stand out in a star shape.

## Horse Show Jumping

Ask the children to move around using different paced horse movements:

- Walk

- Trot (jog)

- Gallop

- Canter (run)

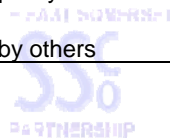
Lay out a variety of small apparatus: Hoops, ropes, small hurdles etc.

Repeat the above activity asking the children to jump/leap the obstacles as if horses





<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Shapes</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic gymnastics shapes on different body parts</li> <li>▪ <b>Selecting &amp; Applying:</b> 3 like gymnastics actions, creating and performing a basic sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain/demo the differences between tense and relaxed muscles</li> <li>▪ <b>Evaluating &amp; Improving:</b> show and name each of the basic positions</li> </ul>	<p><b>Vocabulary:</b> WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, MOBILITY, STRETCH, TALL, LONG, NARROW, STRAIGHT, SMALL, TUCK, SQUAT, CURL, WIDE, STAR, BACK, TUMMY, BOTTOM, KNEES, FEET, SHOULDERS, HANDS, MUSCLES, TIGHT, TENSION, APPARATUS, ON, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>										
<p><b>Warm Up: Beans Game (F)</b> (Refer to Warm Up sheet, if needed)</p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>										
<p><b>Fundamentals (F) – Co-ordination: Floor movement patterns</b></p> <p><b>Yellow</b> - 10a) Side-steps      <b>Yellow</b> - 10b) Gallop      <b>Note:</b> All activities using a lead leg should be repeated using both legs</p> <p><b>Yellow</b> - 10c) Hop              <b>Yellow</b> - 10d) Skip</p>											
<p><b>Skills Activity:</b></p> <p><b>Learn/Recap the correct names of the shapes:</b> (Refer to basic shapes sheet, if needed)</p> <ul style="list-style-type: none"> <li>• Straight – Body tall and thin, legs together and arms stretched beside ears</li> <li>• Tuck – Curl knees into chest, hold onto shins with legs together</li> <li>• Star – Arms and legs stretched out wide and as far away from each other</li> </ul> <p><b>Simon Says:</b> Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p> <p><b>Making Straight, Tuck and Star shapes on different body parts:</b> Can the children think of different body parts you can use to perform the straight, tuck and star shapes on? As a class group, explore straight using ideas the children come up with. Let the children work together in pairs to explore tuck and star, feeding ideas back to the class after a few minutes. Can you make shapes on your:</p> <table border="0" style="width: 100%;"> <tr> <td>Back</td> <td>Tummy</td> <td>Bottom</td> <td>Knees</td> <td>Feet</td> </tr> <tr> <td>Side</td> <td>Shoulders</td> <td>Hands</td> <td>Hands/Feet</td> <td></td> </tr> </table>	Back	Tummy	Bottom	Knees	Feet	Side	Shoulders	Hands	Hands/Feet		<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Squeeze muscle tight and hold shapes clearly for 3 seconds</li> <li>• Stretch legs, arms, fingers and toes where appropriate to improve quality</li> <li>• Use correct vocabulary for the shape names</li> <li>• Get into shapes as quickly, discouraging jumping down to the floor</li> <li>• Extend fingers and toes to improve quality of shapes</li> <li>• Hold shapes clearly for 3 seconds showing quality</li> <li>• Extend through fingers and toes, squeezing muscles</li> <li>• Come up with ideas of different body parts to make shapes on</li> </ul>
Back	Tummy	Bottom	Knees	Feet							
Side	Shoulders	Hands	Hands/Feet								
<p><b>Core Activity:</b> Ask the children to select their favourite way of making each of the 3 shapes, and link them together into a sequence, remembering and repeating it exactly. A demonstration maybe required from the teacher or an able child. Encourage them to hold the shapes for 3 seconds. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Hold shapes clearly, with good quality and extension</li> <li>• Use imaginative ways of moving between shapes: turn, jump, wiggle etc.</li> <li>• Watch closely to identify the shapes and comment on good quality work</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>										
<p><b>Cool Down: 'Falling Trees'</b> Children to stand very still with bodies squeezed tight pretending to be trees, teacher/coach to walk around testing tight bodies, by lowering them from the shoulders backwards, towards the floor and returning them to start position.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Stand with feet together with bodies squeezed very tight.</li> <li>• Breathe throughout exercise, do not hold breath</li> <li>• Keep their feet glued to the floor</li> </ul>										
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>										



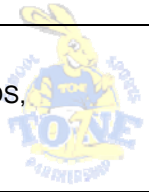


<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Shapes Using Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic gymnastics shapes on different body parts</li> <li>▪ <b>Selecting &amp; Applying:</b> 3 like gymnastics actions, creating and performing a basic sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain/demo the differences between tense and relaxed muscles</li> <li>▪ <b>Evaluating &amp; Improving:</b> show and name each of the basic positions</li> </ul>	<p><b>Vocabulary:</b> WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, MOBILITY, STRETCH, TALL, LONG, NARROW, STRAIGHT, SMALL, TUCK, SQUAT, CURL, WIDE, STAR, BACK, TUMMY, BOTTOM, KNEES, FEET, SHOULDERS, HANDS, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Beans Game (F)</b> (Refer to Warm Up sheet, if needed) Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Fundamentals (F) – Co-ordination: Floor movement patterns</b> <b>Yellow</b> - 10a) Side-steps      <b>Yellow</b> - 10b) Gallop      <b>Note:</b> All activities using a lead leg should be repeated using both legs <b>Yellow</b> - 10c) Hop              <b>Yellow</b> - 10d) Skip</p>	
<p><b>Skills Activity:</b> <b>Learn/Recap the correct names of the shapes:</b> (Refer to basic shapes sheet, if needed)</p> <ul style="list-style-type: none"> <li>• Straight – Body tall and thin, legs together and arms stretched beside ears</li> <li>• Tuck – Curl knees into chest, hold onto shins with legs together</li> <li>• Star – Arms and legs stretched out wide and as far away from each other</li> </ul> <p><b>Simon Says:</b> Play a game of Simon Says using the shape names, nobody gets out, and you could award points for the best performed shapes or the quickest to get into shapes.</p> <p><b>Making Straight and Tuck shapes on apparatus:</b> Using benches and other available small apparatus, ask the children to explore different ways of making Straight, Tuck and Star shapes on the apparatus. Can you make shapes on your:      Back      Tummy      Bottom      Knees      Feet    Side      Shoulders      Hands      Hands/Feet</p> <p><b>Use imaginative ideas and quality performance as demonstrations.</b></p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Squeeze muscle tight and hold shapes clearly for 3 seconds</li> <li>• Stretch legs, arms, fingers and toes where appropriate to improve quality</li> <li>• Use correct vocabulary for the shape names</li> </ul> <ul style="list-style-type: none"> <li>• Get into shapes as quickly, discouraging jumping down to the floor</li> <li>• Extend fingers and toes to improve quality of shapes</li> </ul> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules</li> <li>• Come up with ideas of different body parts to make shapes on</li> <li>• Hold shapes clearly for 3 seconds showing quality</li> <li>• Extend through fingers and toes, squeezing muscles</li> </ul>
<p><b>Core Activity:</b> Ask the children to select their favourite way of making each of the 3 shapes using floor and apparatus, can they link them together into a sequence, remembering and repeating it exactly. A demonstration maybe required from the teacher or an able child. Encourage them to hold the shapes for 3 seconds. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p>	<ul style="list-style-type: none"> <li>• Hold shapes clearly, with good quality and extension</li> <li>• Watch closely to identify the shapes and comment on good quality work</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: 'Log lift'</b> Children are to lie in a straight shape on back with arms beside body, teacher/coach walk around and test tight bodies. Teacher is to lift them up from the ankles, while the child attempts to keep body perfectly straight until returned to floor.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Squeeze all muscles tight to create tension</li> <li>• Lift bottom by pushing down with feet against partners hands</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>





<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Travel</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic animal travel movements, using different levels and directions</li> <li>▪ <b>Selecting &amp; Applying:</b> 3 like gymnastics actions, creating and performing a basic sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> activity starts with a gently warm-up and ends with a cool-down</li> <li>▪ <b>Evaluating &amp; Improving:</b> compare and contrast shapes in animal walks, comment on differences</li> </ul>	<p><b>Vocabulary:</b>                  TRAVEL, WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, HOP, CRAWL, CREEP, SLIDE, DIRECTIONS, FORWARD, BACKWARDS, SIDEWAYS, LEVELS, HIGH, MEDIUM, LOW, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Rabbits</b> (refer to additional warm up sheet)                  Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)                  Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination: Floor movement patterns/Static balance</b>  <b>Yellow</b> - 10a) Side-steps      <b>Yellow</b> - 10b) Gallop      <b>Note:</b> All activities using a lead leg should be repeated using both legs  <b>Yellow</b> - 2a-e) Seated balance working towards: No hands or feet for 10 seconds</p>	
<p><b>Skills Activity:</b>  <b>Travelling like animals, using different levels and directions:</b>  <b>Q. What different levels can we use to travel on?</b>      <b>A. High, Medium and Low</b>  <b>Q. What different directions could we travel in?</b>      <b>A. Forwards, Backwards and Sideways</b></p> <p><b>What animals could we travel like on our feet in a high position?</b>                  Gallop...like a Horse (F)      Jump...like a Kangaroo                  Walk...like a giraffe      Side step...like a Gorilla (F)      <b>Can we do these in different directions?</b></p> <p><b>What animals could we travel like on our hands and knees/feet?</b>                  Walk...like a Monkey      Hop...like a Bunny Rabbit                  Crawl...like a Crab      Creep...like a Caterpillar      <b>Can we do these in different directions?</b></p> <p><b>What animals could we travel like on our back/tummies?</b>                  Crawl...like a Crocodile      Slide...like a Snake      <b>Can we do these in different directions?</b></p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Raise a hand when having a go at answering questions</li> <li>• Keep 1 foot in front at all times when galloping, repeat on both feet</li> <li>• Walk tall like a giraffe using big steps, keeping body tight and controlled</li> <li>• Jump with feet together like a kangaroo, soft knees and ankles throughout</li> <li>• Lead with one side, while side stepping like a gorilla, repeat on other side</li> <li>• Keep hands flat on floor with arms straight throughout all of these animals</li> <li>• Have tummy facing the ceiling lift bottom and walk like a crab</li> <li>• Move only hands as far as possible, then feet like a caterpillar</li> <li>• Walk their hands, while jumping from 1 foot to the other like a monkey</li> <li>• Reach and pull with alternating arms, while pushing with legs like a Croc</li> <li>• Keep legs together, wiggle body from side to side like a snake</li> </ul>
<p><b>Core Activity:</b>                  Ask the children to select their favourite high, medium and low animal movement. Can they link the movements together into a sequence, performing each for the count of 8. A demonstration maybe required from the teacher or an able child. Can they remember, repeat and improve their sequence. Pick good quality examples to use as demonstrations. If going well, see if they can use a different direction in 1 of their animal movements. Allow the children time to practise. Time permitting, let half the class perform while other half watch and then swap. Encourage feedback from the audience.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Travel fluidly with good quality, control and extension</li> <li>• Watch closely to identify the levels and directions used</li> <li>• Give positive feedback to the performers, comment on good quality work</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: 'Boats and Planes' (F)</b>                  Explain to the children that they are going to make shapes similar to boats and planes:  <b>Boats</b> – Lying on back curled up in tuck shape. Slowly take legs out straight and towards the floor, hold.  <b>Planes</b> – Lying straight out on tummy, keeping legs together, lift arms and legs off the floor, hold.                  Attempt to hold each position for 5 seconds.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Breathe throughout exercise, do not hold breath.</li> <li>• Keep back in contact with floor in Boat shape; only go as far as they can.</li> <li>• Squeeze tummy muscles in, head neutral in Plane shape (looking at floor)</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>



**Learning Outcomes:**

- **Focus of Lesson: Travel Using Apparatus**
- **Acquiring & Developing:** basic animal travel movements, using different levels and directions
- **Selecting & Applying:** 3 contrasting gymnastics actions, create and perform a basic sequence
- **Knowledge & Understanding:** activity starts with a gently warm-up and ends with a cool-down
- **Evaluating & Improving:** compare and contrast shapes in animal walks, comment on differences

**Vocabulary:**  
 TRAVEL, WALK, JOG, SKIP, GALLOP, SIDE STEP, JUMP, HOP, CRAWL, CREEP, SLIDE, DIRECTIONS, FORWARD, BACKWARDS, SIDEWAYS, LEVELS, HIGH, MEDIUM, LOW, MUSCLES, TIGHT, TENSION, APPARATUS, ALONG, BESIDE, OVER, AROUND LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE

**Warm Up: Rabbits** (refer to additional warm up sheet)  
 Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.  
 Rotate head from left to right (not upward)  
 Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec  
 Back arch (lying on front, push up on hands)  
 Back hollow (kneeling in tuck shape, arms stretched out on floor)

**Teaching points/Class Management/Differentiation (STEP):**

- Begin gradually, increasing intensity throughout warm up
- Controlled movement of limbs
- Hold stretches at full range of movement
- Do not force or bounce

**Apparatus Safety:**

**Fundamentals (F) – Co-ordination: Floor movement patterns/Static balance**  
**Yellow** - 10a) Side-steps      **Yellow** - 10b) Gallop      **Note:** All activities using a lead leg should be repeated using both legs  
**Yellow** - 5a) Natural walking along line/beam with minimal wobble  
**Yellow** - 2a-e) Seated balance working towards: No hands or feet for 10 seconds

- Put the apparatus out in accordance with your School Policy.
- Allow sufficient individual space, when working with others on apparatus.
- Do not climb over the top or jump from a fixed frame, or from over hip height.
- Use Mats to show landing areas from apparatus, upside down and rolling work

**Skills Activity:**  
**Q. What different levels can we use to travel on?**      **A. High, Medium and Low**  
**Q. What different directions could we travel in?**      **A. Forwards, Backwards and Sideways**

**Using benches and other available small apparatus.** Ask the children to explore the animals from last week using the apparatus, can they adapt the animal movement to go along, beside, over, under, on, off?  
**Travelling like animals, using different levels and directions on Apparatus:**  
**Can we travel like animals, using just our feet?**  
 Gallop along the bench...like a Horse      Jump on/off along bench...like a Kangaroo  
 Walk along the bench...like a giraffe      Side step around/along bench...like a Gorilla  
**Can we do these in different directions?**

**Can we travel like animals, using our hands and knees/feet?**  
 Walk along bench...like a Monkey      Hop over/along bench...like a Bunny Rabbit  
 Crawl along bench...like a Crab      Creep along bench...like a Caterpillar  
**Can we do these in different directions?**

**Can we travel like animals, using our back/tummies?**  
 Crawl under bench...like a Crocodile      Slide along bench...like a Snake  
**Can we do these in different directions?**

**Encourage children to:**

- Raise a hand when having a go at answering questions
- Help layout apparatus, abiding by the **Apparatus Safety** rules
- Focus and concentrate while moving, to show control
- Extend through fingers and toes to improve quality
- Place hands flat on apparatus and keep arms straight while taking weight
- Take their time while moving to improve quality and reduce risk of injury
- Use precise movements, keeping body tight and controlled throughout



**Core Activity:**  
 Ask the children to select 2 shapes (explored in wk 1&2) to use as a start and end shape on the floor, and 1 form of travel on the apparatus, to put in the middle of the sequence. Can they remember and repeat. Pick good quality examples to use as demonstrations. If going well, see if they can use a different direction on 1 of their animal movements. Allow the children time to practise. Perform sequences to the class and swap.

- Travel fluidly with good quality, control and extension
- Watch closely to identify the levels and directions used
- Give positive feedback to the performers, comment on good quality work
- Improve their own performance by watching good examples by others

**Cool Down: 'Boats and Planes'**  
 Explain to the children that they are going to make shapes similar to boats and planes:  
**Boats** – Lying on back curled up in tuck shape. Slowly take legs out straight and towards the floor, hold.  
**Planes** – Lying straight out on tummy, keeping legs together, lift arms and legs off the floor, hold.  
 Attempt to hold each position for 5 seconds.

**Encourage children to:**

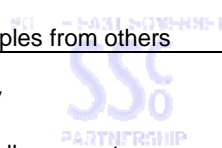
- Breath throughout exercise, do not hold their breathe
- Keep back in contact with floor in Boat shape; only go as far as they can.
- Squeeze tummy muscles in, head neutral in Plane shape (looking at floor)

**Evaluation/Post Lesson Notes:**

**Equipment/Resources:**

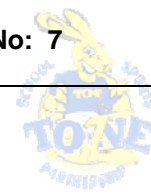


<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Balance</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic balances using patches and points</li> <li>▪ <b>Selecting &amp; Applying:</b> 3 like gymnastics actions, creating and performing a basic sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> monitor their temperature at appropriate times while balancing</li> <li>▪ <b>Evaluating &amp; Improving:</b> comment on the quality of balances</li> </ul>	<p><b>Vocabulary:</b>                  BALANCE, STILL, HELD, PATCHES, POINTS, FORWARDS, BACKWARDS, SIDEWAYS, HIGH-KNEES, TIP-TOES, GIANT STRIDES, MUSCLES, TIGHT, TENSION, LEVELS, HIGH, MEDIUM, LOW, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Musical Statues</b>                  Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)                  Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Static balance: One leg/ Floor work (front and back support)</b>  <b>Yellow – 1a)</b> Stand still 10 secs  <b>Yellow – 3a)</b> Front support on knees  <b>Yellow – 3b)</b> Point to ceiling with one hand</p>	
<p><b>Skills Activity:</b>  <b>Q. What is a balance?</b>  <b>Q. What makes a good balance?</b>  <b>Q. How long do you think a balance should be held for?</b></p> <p><b>Discuss with the children patches and points of the body?</b></p> <ul style="list-style-type: none"> <li>• <b>Patches:</b> Are large parts of the body: Back, Stomach, Bottom and Shoulders</li> <li>• <b>Points:</b> Are small parts of the body: Feet, Knees, Hands, and Elbows</li> </ul> <p>Allow the children time to explore balances on Patches and then Points.</p> <p><b>Which balances are easier and which are harder? Why?</b></p> <p><b>Dice Balance:</b>                  Using a large foam dice, teacher to roll the first time. Teacher to call out the number shown, children have 30 seconds to come up with the best balance using that number of body parts. Teacher to judge the most imaginative or well performed balance. The winner can then roll the dice, repeat this a few times.</p>	<p><b>A. Balance is a held position of stillness.</b>  <b>A. Focus and concentration, minimal wobble, good body tension/extension</b>  <b>A. 3-5 seconds</b></p> <ul style="list-style-type: none"> <li>• Make imaginative shapes while balancing on larger body parts</li> <li>• Use combinations of hands, feet, elbows and knees to create balances.</li> <li>• Focus eyes ahead and squeeze muscles tight to help maintain control</li> </ul> <p><b>Balances on more body parts are easier to balance than on one body part, as you create a larger, more stable base of support.</b></p>
<p><b>Core Activity:</b>                  Ask the children to select 3 balances, using different body parts (patches and points), to link together into a sequence. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p>	<ul style="list-style-type: none"> <li>• Hold balances still with minimal wobble for 3-5 seconds to show control</li> <li>• Use imaginative ways of moving from balance to balance</li> <li>• Watch closely to identify balances on patches and points</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples from others</li> </ul>
<p><b>Cool Down: : Mirror Image</b>                  In Pairs, numbered 1 and 2, ask the children to sit down facing each other.                  Partner 1 is to lead first, using both arms, moving them slowly with control into simple positions, partner 2 has to copy exactly, like a reflection in the mirror. After a minute swap roles. Can the children make it harder by moving arms into different positions, example: Right arm up in air and left arm out to side etc.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Begin slowly, with simple actions to help partner to copy</li> <li>• Focus and concentrate on their partners movements</li> <li>• Use different positions with both right and left arm to challenge partner</li> <li>• Work on timing, can they hide who is leading from the teacher/coach</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>                  Large foam dice</p>





<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Dynamic Balance</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic balances and travelling balance using apparatus</li> <li>▪ <b>Selecting &amp; Applying:</b> creating and performing a basic sequence using dynamic and still balance</li> <li>▪ <b>Knowledge &amp; Understanding:</b> monitor their temperature at appropriate times while balancing</li> <li>▪ <b>Evaluating &amp; Improving:</b> comment on the quality of balances</li> </ul>	<p><b>Vocabulary:</b> BALANCE, STILL, HELD, PATCHES, POINTS, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, HIGH-KNEES, TIP-TOES, GIANT STRIDES, APPARATUS, ON, ALONG, OFF MUSCLES, TIGHT, TENSION, LEVELS, HIGH, MEDIUM, LOW, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Musical Statues</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold                      Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Fundamentals (F) – Dynamic balance: Along line and low beam</b></p> <p><b>Yellow</b> – 5a) Natural walking with fluidity and minimum wobble, along line and low beam</p> <p><b>Green</b> – 5a) Walking along line and beam lifting knees up in front                      b) lifting heels up behind</p> <p><b>Pink</b> – 5a) Side step along line/bench                      d) Grape vine step</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules</li> <li>• Allow sufficient space on apparatus for their work</li> <li>• Be aware and considerate of others using apparatus</li> <li>• Get their balance while stationary before attempting to move</li> <li>• Use their arms out to the side to help them balance</li> <li>• Use their toes to feel for the rope/beam before stepping backwards</li> </ul>
<p><b>Skills Activity:</b> <b>Travelling/Dynamic Balance</b></p> <p>Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance.</p> <p><b>In small groups, allow children enough time to explore their piece of apparatus before rotating them round to explore a different piece.</b></p> <p>Explore different ways of balancing using the rope, bench or beam:</p> <ul style="list-style-type: none"> <li>• Walk forwards on flat feet and tip-toes, attempt high knees and straight leg lifts</li> <li>• Walk sideways on flat feet and tip-toes and attempt a grape vine step</li> <li>• Walk backwards on flat feet and tip-toes, attempt heel flicks and straight leg lift out behind</li> </ul> <p><b>Link together dynamic and still balance:</b></p> <p>After time has been spent exploring each piece of apparatus, ask the children to recap the still balances on Patches and Points performed last session, can they transfer some of these balances onto the apparatus. Practise linking travelling and still balances together.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Walk with minimal wobble, good quality and extension, focus ahead</li> <li>• Watch closely to identify the directions used and comment on good quality</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Core Activity:</b></p> <p>Ask the children to create a sequence, using apparatus and floor, including a start and end shape/position on the floor, a form of travel and a balance on the apparatus. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Begin slowly, with simple actions to help partner to copy</li> <li>• Focus and concentrate on their partners movements</li> <li>• Use different positions with both right and left arm to challenge partner</li> <li>• Work on timing, can they hide who is leading from the teacher/coach</li> </ul>
<p><b>Cool Down: Mirror Image</b></p> <p>In Pairs, numbered 1 and 2, ask the children to sit down facing each other. Partner 1 is to lead first, using both arms, moving them slowly with control into simple positions, partner 2 has to copy exactly, like a reflection in the mirror. After a minute swap roles. Can the children make it harder by moving arms into different positions, example: Right arm up in air and left arm out to side etc.</p>	<p><b>Equipment/Resources:</b></p> <p>Ropes Benches Beams</p>
<p><b>Evaluation/Post Lesson Notes:</b></p>	



**Learning Outcomes:**

- **Focus of Lesson: Rolling**
- **Acquiring & Developing:** basic gymnastic rolls: Rock and roll to stand, Log roll, Dish/Arch roll
- **Selecting & Applying:** 3 like gymnastics actions, creating and performing a basic sequence
- **Knowledge & Understanding:** recognise what happens to their heart rate when rocking & rolling
- **Evaluating & Improving:** comment on the quality of a roll and make suggestions to help improve

**Vocabulary:**  
 ROLL, ROCK, LOG ROLL, PENCIL ROLL  
 CURL, SMOOTH, ROUND,  
 FORWARD, BACKWARD, SIDEWAYS, ASSISTANCE  
 MUSCLES, TIGHT, TENSION,  
 LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE

**Warm Up: Traffic Lights**  
 Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.  
 Rotate head from left to right (not upward)  
 Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec  
 Back arch (lying on front, push up on hands)  
 Back hollow (kneeling in tuck shape, arms stretched out on floor)

**Teaching points/Class Management/Differentiation (STEP):**

- Begin gradually, increasing intensity throughout warm up
- Controlled movement of limbs
- Hold stretches at full range of movement
- Do not force or bounce

**Fundamentals (F) – Co-ordination: Static Balance – Floor Work**  
 Red - 3a) Full front support

**Apparatus Safety:**

- Put the apparatus out in accordance with your School Policy.
- Allow sufficient individual space, when working with others on apparatus.
- Use Mats to show landing areas from apparatus, upside down and rolling work

**Skills Activity:**  
**Tuck Rock and Roll - Stand**

- Sit on bottoms and curl up in a tuck shape, hugging our knees
- Can we rock backwards and forwards back to a seated position?
- Allow time to practice
- In pairs take it turns to rock and roll, on rock number 3, performer reaches for standing partner's hands and is helped to stand.

**Extension:** If children can complete previous stage competently, allow them to attempt to stand without partner help. Try to keep feet together and still, and remember to reach forward not down to the floor.

**Pencil/Log roll**

- Lie on our fronts, stretched out tall and tight like a pencil
- In pairs, test each others body tension, by attempting to pull your partner's legs apart. Can they use their muscle to keep them together?
- Use a hand to help initiate the roll, over to side, back, side, returning to front

**Extension:** If children can competently complete the log roll, allow them to attempt the Dish/Arch roll; lift into arch shape on front, without letting shoulders/feet touch the floor, roll over into dish shape, repeat

**Encourage children to:**

- Round their back, making it smooth to roll on
- Rock up onto shoulders and pull on knees to return to sitting
- Work sensibly together, hold hands out to encourage partner to reach forward
- Keep feet together, reach forward to stand without touching hands on floor
- Make a long/thin shape, squeezing legs straight and together
- Grasp partner around the ankles, apply gently pressure to open legs
- Keep bodies tight throughout roll, squeezing all muscles to create tension
- Use control and body tension to perform roll successfully

**Core Activity:**  
 Ask the children to create a sequence including a form of travel, a roll and a balance. Can they hold a clear start and end position. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.

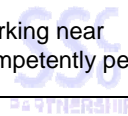
- Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.
- Use sufficient space for their work, being aware of others working near
- Use only those skills in sequence which they can already competently perform

**Cool Down: Full Front and Back support**  
**Front support** – Begin kneeling on all fours, hollow back up towards the ceiling, head neutral looking at hands, straighten legs without losing tension into a front support position. Hold for 5 seconds  
**Back support** – Begin sitting in tuck shape, hands flat on the floor beside body, fingers pointing towards toes, lift bottom up into crab position, then straighten legs out into back support position. Hold for 5 seconds

- Squeeze tummy and bottom muscles tight to create body tension
- Breathe throughout the exercise, do not hold breath
- Look at toes throughout exercise, do not throw head backwards

**Evaluation/Post Lesson Notes:**

**Equipment/Resources:**  
 Mats  
 Tops Gymnastics Cards... "Rock and roll"





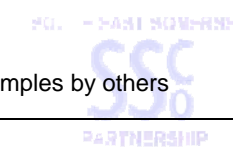


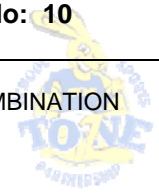
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Rolling</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic gymnastic rolls: Egg roll and Teddy Bear roll</li> <li>▪ <b>Selecting &amp; Applying:</b> Select favourite or most successful roll to demonstrate</li> <li>▪ <b>Knowledge &amp; Understanding:</b> recognise what happens to their heart rate when rocking &amp; rolling</li> <li>▪ <b>Evaluating &amp; Improving:</b> comment on the quality of a roll and make suggestions to help improve</li> </ul>	<p><b>Vocabulary:</b>                  ROLL, ROCK, LOG ROLL, EGG ROLL, TEDDY BEAR ROLL                  CURL, SMOOTH, ROUND, LONG, NARROW, CYLINDER, OVAL                  FORWARD, BACKWARD, SIDEWAYS,                  MUSCLES, TIGHT, TENSION,                  LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Traffic Lights</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold                      Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination: Static Balance – Floor Work</b></p> <p><b>Red</b> - 3a) Full front support</p>	<p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Skills Activity:</b></p> <p><b>Recap and consolidate rolls from last week:</b></p> <ul style="list-style-type: none"> <li>• <b>Tuck Rock and Roll to stand with partner assistance</b></li> <li>• <b>Straight Pencil/Log Roll/Dish to Arch Roll</b></li> </ul> <p><b>Egg Roll</b></p> <p>Can we make a shape like an egg?</p> <ul style="list-style-type: none"> <li>• Curl up small on our knees</li> <li>• Arms bent with hands on floor beside knees</li> <li>• Can we roll sideways staying in an Egg shape, back to our knees</li> </ul> <p><b>Extension:</b></p> <p>If children can perform the egg roll to a high standard, ask them to perform a straddle shape while on their back during the roll. Perform slowly to begin with to get good quality, and then perform at normal speed.</p> <p><b>Teddy Bear Roll</b></p> <p><b>Sit out wide like a teddy bear</b> (straddle shape)</p> <p>Can we make a teddy bear shape lying on our back?</p> <ul style="list-style-type: none"> <li>• Lie on back legs straight up in the air and out wide</li> <li>• Roll to one side, letting legs join together on the floor</li> <li>• Split legs apart to initiate roll to other side, letting legs join again on floor</li> </ul> <p><b>Extension:</b> If children can easily manage this, see if they can pull themselves to a sitting straddle position once on their side.</p>	<ul style="list-style-type: none"> <li>• <b>Revise teaching points from lesson 7</b></li> </ul> <p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Ensure enough space to safely roll, take turns if space is limited</li> <li>• Use hands on floor either side on knees to help initiate and finish the roll</li> <li>• Squeeze muscle tight throughout, including toes while rolling</li> <li>• Extend and stretch legs and feet while performing the straddle shape</li> <li>• Extend and stretch legs and feet, to improve quality of roll</li> <li>• To hold onto ankles if flexibility allows, if not reach towards them instead</li> <li>• Keep good control and quality, while pulling on legs to seated position</li> </ul>
<p><b>Core Activity:</b></p> <p>Ask the children to select their favourite or most successful roll. Allow a few children at a time to demonstrate, while others sit on the floor in a safe space to watch.</p> <p>Can the audience correctly identify the rolls being performed by the correct name?</p>	<ul style="list-style-type: none"> <li>• Perform roll with quality and control, using tension and extension</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: Full front and Back support position</b></p> <p>Repeat cool down from lesson 7.</p>	<ul style="list-style-type: none"> <li>• Refer to Teaching points in lesson 7</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p> <p>Mats                  Tops Gymnastics Cards... "Rock and roll"</p>





<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Jumping</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic jumping and landing techniques, 2-2 &amp; 1-2-2.</li> <li>▪ <b>Selecting &amp; Applying:</b> 3 like gymnastics actions, creating and performing a basic sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> describe how they feel during jumping and landing activities</li> <li>▪ <b>Evaluating &amp; Improving:</b> use a wide vocabulary by naming and describing different jumps</li> </ul>	<p><b>Vocabulary:</b>                  JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION                  STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN,                  MUSCLES, TIGHT, TENSION,                  LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Horse Show Jumping</b>                  Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)                  Stretches - Standing pike fold and seated straddle fold                      Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs</b>  <b>Yellow</b> - 6a) 2 feet-2feet forwards, backwards and side to side in rhythm  <b>Red</b> – 7a) 2-2 180 degree turn                      7b) Tucked jump  <b>Green</b> - 7a) Stand and lean; two hands (hold wrist) long base for feet</p>	
<p><b>Skills Activity:</b>                  Ask children to collect 1 Hoop each and take it to a space.                  Give children 3 minutes to explore how they jump using their hoop.  <b>Use good examples as demonstrations of:</b></p> <ul style="list-style-type: none"> <li>• Jump/hop all the way around your hoop</li> <li>• Jump out forwards and back in backwards</li> <li>• Jump out sideways and back in the other way</li> <li>• Jump over the hoop</li> </ul> <p>Practise landings - hold bent position for 1..potato, 2..potato, then stand up tall in “chip shape”                  Jump inside the hoop, using different shapes:</p> <ul style="list-style-type: none"> <li>• Straight, Tuck and Star</li> <li>• 180 degree turning jumping                      <b>Remembering correct landing</b></li> </ul> <p>‘<b>Jumping Frogs</b>’ (combination jump from 1foot – 2 feet – 2 feet)                  Tell the children that their hoop is now a springy lily pad and they are frogs, the frogs are going to jog around the lily pads. On command ‘Jumping Frogs’, the frogs are going to jump onto their lily pad using a 1 foot take off, landing on 2 feet, jumping straight off again showing a held landing shape again on 2 feet.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Make sure they bend their knees on take off and landings</li> <li>• Make consecutive small rebound jumps around the hoop</li> <li>• Try to judge distances when jumping in and out of hoop</li> <li>• Keep their body upright when jumping by focus eyes in front</li> <li>• Swing their arms to add extra momentum for extra height and distance</li> <li>• Bend knees, keeping back upright, with arms and eyes focused forward</li> <li>• Attempt to make the shapes clearly in the air, concentrating on landings</li> <li>• Use a proper running technique, lifting knees and pumping their arms</li> <li>• Swing arms on take off to gain extra height, keep body squeezed tight in air</li> <li>• Remember to land with control as learnt earlier in the lesson</li> </ul>
<p><b>Core Activity:</b>                  In pairs, ask the children to create a sequence, including 3 different jumps. Ask them to practise and perform it facing each other as if looking in a mirror. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p>	<ul style="list-style-type: none"> <li>• Remember and repeat sequence of jumps</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: Partner pull to stand up</b>                  In pairs, sit in tuck shape facing partner. Have feet flat on the floor with toes touching partner’s toes, grasp each others hands and working together attempt to stand up at the same time. If successful, repeat again to working on consistency and timing.</p>	<ul style="list-style-type: none"> <li>• Trust their partner, by leaning/pulling away from each other to get to standing</li> <li>• Be responsible for themselves and their partners safety</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>                  Mats                  Hoops                  Tops Gymnastics cards...”Jumping jacks”</p>

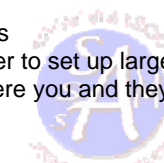


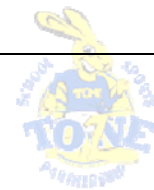


<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Jumping Using Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> basic jumping and landing techniques, 2-2 &amp; 1-2-2 using apparatus</li> <li>▪ <b>Selecting &amp; Applying:</b> 3 like gymnastics actions, creating and performing a basic sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> describe how they feel during jumping and landing activities</li> <li>▪ <b>Evaluating &amp; Improving:</b> use a wide vocabulary by naming and describing different jumps</li> </ul>	<p><b>Vocabulary:</b>                  JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION                  STRAIGHT, TUCK, STAR, ROTATE, TURN, HALF TURN,                  MUSCLES, TIGHT, TENSION,                  APPARATUS, ON, OFF, OVER, ALONG                  LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Horse Show Jumping</b>                  Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)                  Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs</b>  <b>Yellow</b> - 6a) 2 feet-2feet forwards, backwards and side to side in rhythm  <b>Red</b> – 7a) 2-2 180 degree turn 7b) Tucked jump  <b>Green</b> - 7a) Stand and lean; two hands (hold wrist) long base for feet</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Make sure they bend their knees on take off and landings</li> <li>• Attempt to make the shapes clearly in the air, concentrating on landings</li> <li>• Use a proper running technique, lifting knees and pumping their arms</li> <li>• Swing arms on take off, landing with control as learnt earlier</li> </ul>
<p><b>Skills Activity:</b>  <b>Recap and consolidate jumps from last week:</b></p> <ul style="list-style-type: none"> <li>• Landing position - 1..potato, 2..potato, then stand up tall in “chip shape”</li> <li>• Shape and rotation Jumps: Straight, Tuck and Star, 180 degree turn in straight shape</li> <li>• Jumping Frogs from 1 foot – 2 feet – 2 feet</li> </ul> <p><b>Using benches and other available small apparatus, ask the children to explore Jumps:</b></p> <ul style="list-style-type: none"> <li>• Jump on and off the apparatus, using 2-2 and 1-2-2 feet combinations</li> <li>• Jump over the apparatus, using 2-2 and 1-2-2 feet combinations</li> <li>• Jump off using different shapes in the air</li> <li>• Jump off apparatus using 180 degree turn with control</li> </ul> <p><b>Use good examples as demonstration</b></p>	<ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules</li> <li>• Work within their own capabilities,</li> <li>• Try and judge heights and distances required to complete the jump</li> <li>• Attempt shapes clearly, concentrating on safe and secure landings</li> <li>• Have control on the floor, before attempting rotations from apparatus</li> </ul>
<p><b>Core Activity:</b>                  Ask the children to individually create a sequence, including a start shape/position, a form of travel, a roll, and a jump. Can they remember and repeat. Pick good quality examples to use as demonstrations. Allow the children time to practise and if going well, let half the class perform while the other half watch, and then swap.</p>	<ul style="list-style-type: none"> <li>• Jump with good quality, control and extension</li> <li>• Take their time, ensuring quality throughout all gymnastics skills/links</li> <li>• Watch closely to identify the jump classifications (2-2 etc.) and shapes used</li> <li>• Give positive feedback to the performers, comment on good quality work</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: Partner push to stand up</b>                  In pairs, sit back to back in a tuck shape, interlocking arms with partner.                  Keeping feet still and flat on the floor, work together attempt to stand up at the same time, using each other to push against. If successful, use the same technique to return to sitting position, repeat again to working on consistency and timing.</p>	<ul style="list-style-type: none"> <li>• Trust their partner, by leaning/pushing into each other to get to standing</li> <li>• Be responsible for themselves and their partners safety</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>                  Mats                  Hoops                  Benches                  Nesting tables platforms (no higher than average child's hip height)                  Tops Gymnastics cards..."Jumping jacks"</p>



<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Large Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> using the apparatus for a wide range of gymnastics actions</li> <li>▪ <b>Selecting &amp; Applying:</b> use apparatus to perform single actions that have been learnt previously</li> <li>▪ <b>Knowledge &amp; Understanding:</b> monitor their breathing at appropriate times when working on app.</li> <li>▪ <b>Evaluating &amp; Improving:</b> use correct vocabulary to name and describe what they see</li> </ul>	<p><b>Vocabulary:</b> GYMNASTIC ACTIONS; SHAPES, TRAVEL, BALANCE, ROLLS, JUMPS, CLIMB, HANG, GRIP, OVER GRASP, UNDER GRASP, DIRECTION, LEVEL, SPEEDS, PATHWAYS MUSCLES, TIGHT, TENSION, LINK, REPEAT, DEMONSTRATE</p>							
<p><b>Warm Up: Choice of Warm Up</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>							
<p><b>Fundamentals</b> Dependant on warm up and cool down –Use appropriate Fundamentals where possible</p>								
<p><b>Skills/Core Activity:</b> <b>Set out as much large apparatus as is available, ensuring enough space between stations.</b> Use mats to designate landing area, for assisting resilience when landing from low apparatus, or for denoting areas to practise travelling upside down on low equipment and rolling.</p> <p><b>Aim to set up between 4-6 stations, allowing the children to explore a mixture of:</b></p> <p><b>Climbing/hanging</b> - Fixed frames, A-frame and bar attachment <b>Travelling</b> - Benches, mats and floor space <b>Still Balance</b> - Nesting tables, gymnastic platforms, benches <b>Dynamic Balance</b> - Balance beams, up turned benches, A-frame with beam attachment <b>Jumping</b> - Low Nesting tables, gymnastic platforms or benches <b>Rolling</b> - Mats, Springboard to roll down, foam wedges</p> <p>Divide the children evenly into groups, depending on how many stations you have available. Allow between 3-5 minutes per station for the children to explore gymnastics actions:</p> <table border="1" data-bbox="31 1031 1186 1063"> <tr> <td>Shapes</td> <td>Travel</td> <td>Balance</td> <td>Rolls</td> <td>Jumps</td> <td>Climbing</td> <td>Hanging</td> </tr> </table>	Shapes	Travel	Balance	Rolls	Jumps	Climbing	Hanging	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules (Training up a few children to be apparatus monitors, maybe easier to set up large apparatus in advance, allowing all children to help place mats where you and they think appropriate)</li> <li>• Keep three point contact, no climbing over fixed frames and no jumping off</li> <li>• Remember to use different; directions, speeds, levels and pathways</li> <li>• Hold balances still, using different body parts, showing control and extension</li> <li>• Keep body tension and focus throughout to prevent wobbling.</li> <li>• Use different take off combinations, tension while in flight and control landings</li> <li>• Roll in different shapes with control, showing different start and end positions</li> <li>• Use their apparatus appropriately linking gymnastics actions together where possible</li> </ul>
Shapes	Travel	Balance	Rolls	Jumps	Climbing	Hanging		
<p><b>Core Activity:</b> Individually, create a basic sequence, including a shape at the beginning, the appropriate gymnastics actions for their apparatus and an ending shape. Allow children who showed good effort or successful practise to demonstration to the rest of the class. Encourage feedback from the other children, on quality, control and effort.</p>	<ul style="list-style-type: none"> <li>• Hold start and end shapes clearly, with good quality and extension</li> <li>• Link smoothly into appropriate gymnastics action</li> <li>• Watch closely to identify the shapes and comment on good quality work</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>							
<p><b>Cool Down: Choice of Cool Down</b> <b>If time and space available, allow the children to choose their favourite cool down activity from those already explored.</b></p> <p><b>Repeat and consolidate the lesson next week, using different children to demonstrate.</b></p>								
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b> Fixed Frames, 'A' Frame with bar and beam attachments Nesting Tables and gymnastics platforms Benches and balance beams Springboard or slope to roll down, Mats Tops Gymnastics cards...'Feet off the ground'</p>							





<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Rhythmic Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> co-ordination and control using different hand apparatus</li> <li>▪ <b>Selecting &amp; Applying:</b> link basic movement actions to movements of the apparatus</li> <li>▪ <b>Knowledge &amp; Understanding:</b> describe where &amp; when they can take part in hand app. activities</li> <li>▪ <b>Evaluating &amp; Improving:</b> describe similarities and differences in actions, using different apparatus</li> </ul>	<p><b>Vocabulary:</b>                  RIBBON, SPIRAL, STREAM, SWING, PATTERNS                  OVERHEAD, CLOCKWISE, ANTI-CLOCKWISE                  BALL, BOUNCE, THROW, RELEASE, CATCH, RETURN,                  HOOP, SPIN, ROLL, RETRIEVE, CONTROL,                  ROPE, SNAKE, SKIPPING, RHYTHM, CO-ORDINATION,</p>
<p><b>Warm Up: Choice of Warm Up</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold                      Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination (Ball Skills)</b></p> <p><b>Yellow</b> – 9a) Roll ball along floor around seated body 2 hands  <b>Yellow</b> – 9b) Roll along floor around seated body 1 hand  <b>Yellow</b> – 9c) Roll ball up, down and around body standing or seated 2 hands  <b>Green</b> – 9a) Roll ball up, down and around body standing or seated 1 hand</p>	
<p><b>Skills/Core Activity:</b>  <b>Using available rhythmic gymnastics hand apparatus: Ribbons, Balls, Hoops and ropes</b>  <b>Divide the class into 4 groups and allow time to explore each piece of hand apparatus.</b></p> <p><b>Ribbons:</b></p> <ul style="list-style-type: none"> <li>• Spiral the ribbon, keeping arm below shoulder, facing down in front</li> <li>• Vertical streaming moving forwards and backwards</li> <li>• Explore what other patterns you can make using the ribbons</li> </ul> <p><b>Balls:</b></p> <ul style="list-style-type: none"> <li>• Bouncing and catching ball with 2 hands, repetitive bouncing using 1 hand at a time, swap hands</li> <li>• Throw and catch ball with 2 hands</li> <li>• Explore performing different shapes and balances while handling the ball</li> </ul> <p><b>Hoops:</b></p> <ul style="list-style-type: none"> <li>• Spin the hoop on different body parts; waist, arm, leg etc.</li> <li>• Spin the hoop on floor, catch before it falls. Roll hoop to a partner and catch, repeat</li> <li>• What other skills or tricks can you perform with the hoop?</li> </ul> <p><b>Ropes:</b></p> <ul style="list-style-type: none"> <li>• ‘Snake jump’ – one partner wiggle rope on floor, partner to jump over without touching it</li> <li>• Skipping on the spot using a rope</li> <li>• What other skills or tricks can you perform with the rope?</li> </ul>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Be aware of others</li> <li>• Avoid windows and doors when throwing</li> <li>• Throw/roll into space and be aware of others when following apparatus</li> <li>• Hold the end of the ribbon stick, using wrist to create spiral</li> <li>• Move into spaces, being aware of others</li> <li>• Use large swinging movements of the arm to create a big effect</li> <li>• Bounce the ball by pushing it towards the floor rather than ‘pat’ it</li> <li>• Use a bend at the knees to assist throw, beginning with a small throw</li> <li>• Make still balances while continuing to bounce/throw the ball</li> <li>• Co-ordinate movements of the body in time with the rotations of the hoop</li> <li>• Use thumb and fore finger around the hoop to initiate a floor hoop spin</li> <li>• Explore apparatus, can they skip with the hoop etc.</li> <li>• Work on timing and co-ordination while jumping the rope</li> <li>• Initiate turns from the wrist while skipping, keeping body upright</li> <li>• Explore apparatus, figure 8 pattern either side of body with rope folded in half</li> </ul>
<p><b>Cool Down: Roll Relay</b></p> <p>After clearing the apparatus away, divide the children into groups of 6-8 and line the up one behind the other, legs astride with roughly a metre between each other. Child at the back rolls the ball through the legs of team members, child at the front collects the ball, runs to the back and continues the game until all have had a go to roll and collect and are back to their start positions.</p>	<ul style="list-style-type: none"> <li>• Help clear away apparatus</li> <li>• Roll the ball smoothly, point the desired direction on the follow through</li> <li>• Work well together as a team to complete the game</li> <li>• Sit quietly with hands on head to show when your team have finished</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>                  Ribbons, Balls, Hoops and Ropes                  Tops Gymnastics cards...”Hand Apparatus 1 and 2”</p>

