Warm up sheet

**Washing Machine:**
On command:
- **Normal Wash** - Gentle jog on spot
- **Boys clothes** - Fast jog on spot
- **Mums delicates** - Soft jog on spot
- **Spin cycle** - ¼ Jumps around in circle

**Trousers** - Sitting in 'L' shape (pike)
**Shorts** - Sitting in tuck shape
**Skirts** - Sitting in straddle shape
**Dress** - Lie or stand in star shape
**Scarf** - Lie or stand in straight shape

**Extension:**
- **Iron** - Tuck on knees
- **Ironing board** - Front support position

**Follow the Leader:**
Line up in small groups of 4 or 5, take turns to lead the group around the room, using patterns and pathways on the floor. Teacher to dictate movement style initially: Walk, jog, skip, gallop, side step etc.

On command: “Change” child at the end of the line is to travel to the front to be the new leader using the next movement style. Vary the way the back person gets to the front: weave in and out of team mates, slide under legs of team mates to get to the front.

Repeat enough times, so that each team member gets 2 goes at the front; allow them to choose their own movement on second turn, use music if desired.

**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 Alphabet Soup:**
Ask the children to move around the room to the music, using different movement styles:
- **Walk** On pausing the music, call out a letter: C, I, K, L, O, S, T, V, X, Y etc.
- **Jog** Ask the children to make the shape
- **Skip** of the letter using different body parts
- **Gallop** holding each position for 5 seconds
- **Side step**
- **Hop scotch** etc.

**Traffic Lights:**
On command:
- **Red** - Stop/Freeze
- **Amber** - Get ready/Jog on the spot
- **Green** - Go/jog around mats

**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.

**Numbers:**
On number command:
1 - Jumping jacks
2 - Jogging around room
3 - Skipping
4 - Squat thrusts
5 - Allow the children to choose
6 - Allow the children to choose Vary movements, above are just a few ideas.
### Year Group: 3  Activity: Gymnastics  Lesson No: 1

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Activity: Gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Focus of Lesson: Shapes</td>
<td></td>
</tr>
<tr>
<td>▪ Acquiring &amp; Developing: All main gymnastics shapes on different body parts/levels</td>
<td></td>
</tr>
<tr>
<td>▪ Selecting &amp; Applying: 3 contrasting gymnastics actions, create and perform a basic sequence</td>
<td></td>
</tr>
<tr>
<td>▪ Knowledge &amp; Understanding: demonstrate good posture when standing</td>
<td></td>
</tr>
<tr>
<td>▪ Evaluating &amp; Improving: watch shapes and comment/improve on levels and quality</td>
<td></td>
</tr>
</tbody>
</table>

#### Vocabulary:
- STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE
- TENSION, EXTENSION,
- LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,

<table>
<thead>
<tr>
<th>Warm Up: Washing Machine (F) (refer to additional warm up sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.</td>
</tr>
<tr>
<td>Stretches - Standing pike fold and sitting straddle fold Hold each for 5 sec</td>
</tr>
<tr>
<td>- Back arch (lying on front, push up on hands)</td>
</tr>
<tr>
<td>- Back hollow (kneeling in tuck shape, arms stretched out on floor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funamentals (F) – Static Balance (Floor Work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red – 3a) Full front support and basic back support</td>
</tr>
</tbody>
</table>

#### Skills Activity:

**Learn/Recap the correct names of the shapes:** (Refer to basic shapes sheet, if needed)
- **Straight** – Body tall and thin, legs together and arms stretched beside ears
- **Tuck** – Curl knees into chest, hold onto shins with legs together
- **Star** – Arms and legs stretched out wide and as far away from each other
- **Straddle** – Sitting tall, with legs out wide and straight, arms stretched out above legs
- **Pike** – Sitting tall, with legs together and straight, arms stretched out above legs

**In class group, recap different ways of making straight, tuck, and star shapes on different body parts and levels:**
- Use volunteers to demonstrate shapes clearly, whole class to then copy.
- Can the children identify the difference between the star and straddle shape?
- In small groups or pairs, explore as many different ways of making the straddle shape, who can come up with the most?

**Feed ideas back to group and analyse levels e.g. high, medium and low, and comment on quality.**

**Q. As a class discuss what makes a sequence? What must a sequence have?**

**Core Activity:**
Individually, create a sequence containing at least 3 contrasting (different) shapes, using the shapes explored earlier in the session. Concentrate on using different levels and imaginative links to improve the variety and flow of the sequence. Allow children time to remember, repeat and practise their sequence before performing.

**Cool Down: ‘Log lift’**
In pairs numbered 1 & 2, 1 lies in a straight shape on back with arms beside body, partner 2 stands at the feet of partner 1 and lifts them up from the ankles, partner 1 attempts to keep body perfectly straight until returned to floor. Repeat with partner 2

**Evaluation/Post Lesson Notes:**

**Encourage children to:**
- Squeeze muscle tight and hold shapes clearly for 3 seconds
- Stretch legs, arms, fingers and toes where appropriate to improve quality
- Use correct vocabulary for the shape names

**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

**Encourage children to:**
- Use imaginative ideas. Extend through fingers and toes, use body tension
- Straddle shape has a 90 degree bend in the middle, hands are near to toes
- Attempt shapes on different body parts, making sure hands are near toes

**A. A sequence must have a start position, the content of the sequence in the middle and an end position. It should link and flow smoothly, showing creativity and imagination.**

**Equipment/Resources:**

**STEP** Space, Task, Equipment, People
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Lesson: Shapes</td>
<td>STRAIGHT, TUCK, STAR, PIKE, STRADDLE,</td>
</tr>
<tr>
<td>Acquiring &amp; Developing: 3 contrasting gymnastics actions, create and perform</td>
<td>LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE</td>
</tr>
<tr>
<td>sequence using app.</td>
<td>TENSION, EXTENSION, AMPLITUDE</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding: demonstrate good posture when standing</td>
<td>LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,</td>
</tr>
<tr>
<td>Evaluating &amp; Improving: watch shapes and comment and improve on levels and</td>
<td></td>
</tr>
<tr>
<td>quality</td>
<td></td>
</tr>
</tbody>
</table>

| Warm Up: Washing Machine (F) (refer to additional warm up sheet)                 | Teaching points/Class Management/     |
| Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.               | Differentiation (STEP):                |
| Stretches - Standing pike fold and sitting straddle fold Hold each for 5 sec     | • Begin gradually, increasing intensity through warm up |
| Back arch (lying on front, push up on hands)                                    | • Controlled movement of limbs         |
| Back hollow (kneeling in tuck shape, arms stretched out on floor)               | • Hold stretches at full range of movement |
|   Rotating head from left to right (not upward)                                 | • Do not force or bounce               |
| Fundamentals (F) – Static Balance (Floor Work)                                 |                                          |
| Red – 3a) Full front support and basic back support                             |                                          |

| Skills Activity:                                                                | Encourage children to:                   |
| Recap basic shapes: Straight, Tuck, Star, Straddle and Pike (Teacher) - Refer   | • Straddle shape has a 90 degree bend in |
| to basic shapes sheet                                                           | the middle, hands are near to toes       |
| • In class group, quickly recap different ways of making Straight, Tuck, Star  | • Help layout apparatus, abiding by the  |
| and Straddle shapes on different body parts, ask for volunteers to demonstrate | Apparatus Safety rules                   |
| shapes clearly.                                                                 | • Use different body parts on apparatus, |
| • Can the children remember the difference between the star and straddle shape? | ensuring quality of shapes               |
| Using benches and other available small apparatus:                              | • Use their bottom, back, shoulders and |
| Making Straight, Tuck, and Star shapes on apparatus:                            | tummy on floor, feet raised              |
| • Can they come up with shapes, using body weight completely on the apparatus?  | • Appreciate and comment on good work    |
| • Can they come up with shapes, using part body weight on floor (limit this to | • Use appropriate vocabulary, commenting |
|   large patches, example: bottom, back, shoulders and tummy) and part body       | on levels, base of support etc.          |
| weight on apparatus?                                                             |                                          |
| Use imaginative ideas and quality performance as demonstrations.                |                                          |
| Allow time to discuss why they think the shapes are good?                       |                                          |

| Core Activity:                                                                 | Evaluation/Post Lesson Notes:            |
| Revise sequence from last week; adapt the sequence to accommodate a piece of   |                                          |
| apparatus.                                                                     |                                          |
| Concentrate on using different levels and imaginative links to improve the     |                                          |
| variety and flow of the sequence.                                              |                                          |
| Allow children time to remember, repeat and practise their sequence before     |                                          |
| performing.                                                                    |                                          |

| Cool Down: ‘Pike Squeeze’ In pairs, sit in pike shape facing each other,        | Cool Down: ‘Pike Squeeze’ In pairs, sit  |
| partner 1 keep legs together, partner 2 place feet either side of              | in pike shape facing each other, partner |
| partner 1. On Command “Squeeze”, partner 1 uses legs muscle to try and open    | 1 keep legs together, partner 2 place  |
| their legs, partner 2 uses their leg muscles to stop them. Attempt for 5       | feet either side of partner 1. On        |
| seconds before swapping.                                                       | Command “Squeeze”, partner 1 uses legs   |
|                                                                                  | muscle to try and open their legs,      |

| Evaluation/Post Lesson Notes:                                                  |                                                                                  |
| Equipments/Resources:                                                          |                                                                                  |

STEP Space, Task, Equipment, People
### Learning Outcomes:
- **Focus of Lesson: Travel**
- **Acquiring & Developing:** travel movements, using different levels, directions and pathways
- **Selecting & Applying:** 3 contrasting actions, create and perform a sequence in a pathway
- **Knowledge & Understanding:** explain why their heart rate increases while exercising moderately
- **Evaluating & Improving:** watch travel and comment/improve on directions and quality

### Vocabulary:
- LEVELS, HIGH, MEDIUM, LOW,
- DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS,
- PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL
- TENSION, EXTENSION, AMPLITUDE
- LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,

### Warm Up: Zoo (F) (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 sitting straddle fold
  - Back arch (lying on front, push up on hands)
  - Back hollow (kneeling in tuck shape, arms stretched out on floor)

### Vocabulary:
- LEVELS, HIGH, MEDIUM, LOW,
- DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS,
- PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL
- TENSION, EXTENSION, AMPLITUDE
- LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,

### Skills Activity: Allow the children to have a go at the following popular gymnastics travel movements:
- **Releve:** Step hop
- **Battement:** Front Chasse: One leg Gallop and change

### Core Activity:
Individually, create a sequence containing at least 1 shape and 2 forms of travel, using a pathway explored earlier in session. Concentrate on using different directions while travelling, using different levels and imaginative links to improve the variety and flow of the sequence.

### Equipment/Resources:
- **STEP** Space, Task, Equipment, People

---

### Warm Up:
- **Zoo (F)** (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 sitting straddle fold
  - Back arch (lying on front, push up on hands)
  - Back hollow (kneeling in tuck shape, arms stretched out on floor)

### Vocabulary:
- LEVELS, HIGH, MEDIUM, LOW,
- DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS,
- PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL
- TENSION, EXTENSION, AMPLITUDE
- LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,

### Skills Activity:
**Allow the children to have a go at the following popular gymnastics travel movements:**
- **Releve:** Step hop
- **Battement:** Front Chasse: One leg Gallop and change

### Core Activity:
Individually, create a sequence containing at least 1 shape and 2 forms of travel, using a pathway explored earlier in session. Concentrate on using different directions while travelling, using different levels and imaginative links to improve the variety and flow of the sequence.

<table>
<thead>
<tr>
<th>Warm Up</th>
<th>Zoo (F) (refer to additional warm up sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mobility</strong></td>
<td>Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</td>
</tr>
<tr>
<td><strong>Stretches</strong></td>
<td>Standing pike fold and sitting straddle fold Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>LEVELS, HIGH, MEDIUM, LOW, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL TENSION, EXTENSION, AMPLITUDE LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skills Activity</th>
<th>Allow the children to have a go at the following popular gymnastics travel movements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Releve</strong></td>
<td>Step hop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q. How can travelling be made to look different?</th>
<th>Explore ways of moving using:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Different levels:</strong> High, Medium and Low</td>
<td><strong>Different directions:</strong> Forward, Backward and Sideways</td>
</tr>
<tr>
<td><strong>Can the children think of different pathways/patterns that could be used to travel in?</strong> Curved, Zig Zag, Spiral, 'L' shape, 'X' shape etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In Pairs, have a go at follow the leader:</th>
<th>The leader will pick a travel movement, thinking about Level, Direction, and Pathway, partner is to copy exactly. On command “Stop and Change” the leader goes to the back. The new leader has 30 seconds to think about their new form of travel, ensuring a change in Level, Direction, and Pathway used? Repeat a couple of times.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Core Activity</th>
<th>Individually, create a sequence containing at least 1 shape and 2 forms of travel, using a pathway explored earlier in session. Concentrate on using different directions while travelling, using different levels and imaginative links to improve the variety and flow of the sequence. Allow children time to remember, repeat and practise their sequence before performing.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cool Down</th>
<th><strong>Dish and Arch Shape (F)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dish: Lying stretched on back feet and shoulders lifted 10cm off floor, hold 10 sec</td>
<td></td>
</tr>
<tr>
<td>Arch: Lying stretched on front feet and chest lifted 10 cm off floor, hold 10 sec</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q. Which muscles can you feel working in each of the above balances?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation/Post Lesson Notes:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Equipment/Resources:</th>
</tr>
</thead>
</table>
### Year Group: 3  Activity: Gymnastics  Lesson No: 4

#### Learning Outcomes:
- **Focus of Lesson:** Travel on Apparatus,
- **Acquiring & Developing:** travel movements, using different levels, directions on apparatus
- **Selecting & Applying:** 3 contrasting actions, create and perform a sequence using pathway/app
- **Knowledge & Understanding:** explain why their heart rate increases while exercising moderately

#### Vocabulary:
- LEVELS, HIGH, MEDIUM, LOW,
- DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS,
- PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL
- TENSION, EXTENSION, AMPLITUDE
- LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,

#### Focus of Lesson: Travel on Apparatus,
- Acquiring & Developing: travel movements, using different levels, directions on apparatus
- Selecting & Applying: 3 contrasting actions, create and perform a sequence using pathway/app
- Knowledge & Understanding: explain why their heart rate increases while exercising moderately

#### Evaluating & Improving: watch travel and comment/improve on direction and quality

#### Warm Up: Zoo (F) (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 sitting straddle fold Hold each for 5 sec
- Back arch (lysing on front, push up on hands)
- Back hollow (kneeling in tuck shape, arms stretched out on floor)

- Note: All activities using a lead leg should be repeated using both legs

#### 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 - 2a-e) Seated balance working towards:** No hands or feet for 10 seconds

#### Skills Activity:
- Recap and Revise popular gymnastics travel movements:
  - **Releve:** Walk on balls of feet
  - **Battement:** Walk tall, lifting legs straight out in front
  - **Front Chasse:** One leg Gallop and change

- **Q. Recap how travelling can be made to look different?**
- **Using benches and other available small apparatus.**
  - Ask the children to explore the travel movements from last week using the floor and apparatus.
  - Explore ways of moving using:
    - Different levels: High, Medium and Low (F)
    - Different directions: Forward, Backward and Sideways
    - Different Pathways/Patterns on floor: Curved, Zig Zag, Spiral, ‘L’ shape, ‘X’ shape etc.

- **In Pairs, have a go at follow the leader using the floor and apparatus:** The leader will pick a travel movement, thinking about Level, Direction and Pathway. Partner is to copy exactly. On Command “Stop and change” the leader goes to the back. The new leader has 30 seconds to think about their new form of travel, ensuring a change in Level, Direction, and Pathway used? Repeat a couple of times.

#### Core Activity:
- Review sequence from last week; adapt the sequence to accommodate a piece of apparatus.
- Concentrate on using different directions while travelling, using different levels and imaginative links to improve the variety and flow of the sequence.
- Allow children time to remember, repeat and practise their sequence before performing.

#### Equipment/Resources:

<table>
<thead>
<tr>
<th>STEP</th>
<th>Space, Task, Equipment, People</th>
</tr>
</thead>
</table>

- **Evaluation/Post Lesson Notes:**
  - **Q. Which muscles can you feel working in each of the above balances?**
  - **Encourage children to:**
    - Keep back in contact with floor in dish shape, bend knees to make easier
    - Squeeze tummy muscles in, head neutral in arch shape (looking at floor)
    - Breathe throughout exercise, do not hold breath!!
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Lesson: Balance</td>
<td>BALANCE, STILL, HELD, PATCHES, POINTS, FOCUS,</td>
</tr>
<tr>
<td>Acquiring &amp; Developing: balances on patches and points, using Symmetry &amp; Asymmetry in pairs</td>
<td>CONCENTRATION, SYMMETRICAL, ASYMMETRICAL, MIRROR,</td>
</tr>
<tr>
<td>Selecting &amp; Applying: 4 contrasting actions, creating and performing a sequence individually</td>
<td>FORMATION, MUSCLES, TIGHT, TENSION,</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding: explain why their temperature rises when performing balances</td>
<td>LEVELS, HIGH, MEDIUM, LOW,</td>
</tr>
<tr>
<td>Evaluating &amp; Improving: explain why balancing on all fours is more stable than on one body part</td>
<td>LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</td>
</tr>
</tbody>
</table>

**Warm Up: Musical Alphabet Soup**
- Mobility: Circle wrists, shoulders, arms, hips, knees and ankles.
  - Rotate head from left to right (not upward)
- Stretches: Standing pike fold and sitting 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)

**Fundamentals (F) – Static balance: One leg/ Floor work (front and back support)**
- Yellow – 1a) Stand still 10 secs
- Yellow – 3a) Front support on knees
- Blue – 2c) V-sit hold for 10 seconds
  - 3b) Point to ceiling with one hand

**Skills Activity:**
- Q. What is a balance?
- Q. What makes a good balance?
- Q. How long do you think a balance should be held for?
- Recap with the children patches and points of the body?
  - Patches: Are large parts of the body: Back, Stomach, Bottom and Shoulders
  - Challenge the children to perform a capital 'V' balance on their bottoms
    - Points: Are small parts of the body: Feet, Knees, Hands, Elbows and head
    - Challenge the children to perform a capital 'T' balance standing on one foot

**In Pairs explore balances using a mirror formation:**
Ask the children to take it in turns to copy their partner. Partner 1 performs a balance and holds it still while partner 2 attempts to copy exactly as if they were a reflection in a mirror. Partner 2 then has a turn. Repeat

**Core Activity:**
Individually, create a sequence containing at least 2 shapes (to be used as a start and end position), 1 form of travel and 2 balances explored earlier in the lesson. Concentrate on using different levels, directions and pathways to improve the variety and flow of the sequence.
Allow children time to remember, repeat and practise their sequence before performing.

**Cool Down: Frog Balance**
- Ask the children to crouch down with knees apart and bent up near their shoulders
- Have hands slightly wider than shoulder width and flat on the floor
- Lean forward, bending elbows out to the side to create a base to rest knees upon
- Attempt to hold the perch position for 3-5 seconds

**Encourage children to:**
- 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 completely perform
- Give positive feedback on sequences and suggestions on improvement

**Evaluation/Post Lesson Notes:**

**Equipment/Resources:**

STEP Space, Task, Equipment, People
### Learning Outcomes:
- **Focus of Lesson:** Dynamic Balance
- **Acquiring & Developing:** more complex travelling balances using apparatus and walking styles
- **Selecting & Applying:** 4 contrasting actions using app. create & perform a sequence individually
- **Knowledge & Understanding:** explain why their temperature rises when performing balances
- **Evaluating & Improving:** explain why balancing on all fours is more stable than on one body part

### Warm Up: Musical Alphabet Soup
- **Mobility:**
  - Circle wrists, shoulders, arms, hips, knees and ankles.
  - Rotate head from left to right (not upward)
- **Stretches:**
  - Standing pike fold and sitting straddle fold
  - Back arch (lyring on front, push up on hands)
  - Back hollow (kneeling in tuck shape, arms stretched out on floor)

### Fundamentals (F) – Dynamic balance: Along line and low beam
- **Yellow**
  - 5a) Natural walking with fluidity and minimum wobble, along line and low beam
  - 5b) Walking along line and beam lifting knees up in front
  - 5c) Grape vine step
- **Green**
  - 5a) Walking along line and beam lifting knees up in front
  - 5b) Lifting heels up behind
- **Pink**
  - 5a) Side step along line/bench
  - 5d) Grape vine step
- **Blue**
  - 5c) Lunge walking along line/beam

### Skills Activity:
**Travelling/Dynamic Balance**
Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance.

In small groups, allow children enough time to explore their piece of apparatus before rotating them round to explore a different piece.

Explore different and challenging ways of travelling on lines, ropes, benches and/or beams:
- Walk forwards and backwards on flat feet and tip-toes. Try 3 steps 180 degree pivot, repeat pattern
- Walk sideways on toes and attempt grape vine step
- Walk forwards: Lifting knees up and flicking heels to bottom up behind
- Walk forwards: Lifting legs up straight out in front of body and lunge steps

Recap with the children patches and points of the body?
- **Patches** – Are large parts of the body: Back, Stomach, Bottom and Shoulders
- **Points** – Are small parts of the body: Feet, Knees, Hands, Elbows and head.

In Pairs explore balances on patches and points using the apparatus.

### Core Activity:
Revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels, directions and pathways to improve the variety and flow of the sequence.

Allow children time to remember, repeat and practise their sequence before performing.

### Cool Down: Bench Perch
Ask the children to sit on the bench, with hands placed on the edge either side of their body, keeping legs bent initially to make lift/balance easier, encourage the children to take their own body weight by lifting body into tucked perch position. Time permitting, allow the children to attempt again, sitting astride the bench, using hands either side, if able attempt with straight legs.

### Evaluation/Post Lesson Notes:
- Walk with minimal wobble, good quality and extension, focus ahead
- Watch closely to identify the directions used and comment on good quality
- Give positive feedback to the performers
- Improve their own performance by watching good examples by others

### 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:
- 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

### Encourage children to:
- Help layout apparatus, abiding by the **Apparatus Safety** rules
- Allow sufficient space on apparatus for their work
- Be aware and considerate of others using apparatus
- Get their balance while stationary before attempting to move
- Use their arms out to the side to help them balance
- Use their toes to feel for the rope/beam before stepping backwards
- Keep body upright throughout, using body tension

Come up other challenging forms of dynamic balance for the class to try.

### Equipment/Resources:
- Ropes
- Benches
- Beams

---

**STEP** Space, Task, Equipment, People
### Year Group: 3  
**Activity:** Gymnastics  
**Lesson No:** 7

#### Learning Outcomes:
- **Focus of Lesson:** Rolling
- **Acquiring & Developing:** gymnastics rolls: Tuck rock/roll to stand, Egg roll exploring shapes
- **Selecting & Applying:** 4 contrasting actions, creating and performing a sequence in pairs
- **Knowledge & Understanding:** explain why activities like rolling make people feel good
- **Evaluating & Improving:** describe the similarities and differences between gymnastic rolls

#### Vocabulary:
- ROLL, ROCK, LOG ROLL, PENCIL ROLL, EGG 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.
- **Stretches** - Standing pike fold and seated straddle fold (Hold each for 5 sec)
- **Fundamentals (F)** - Co-ordination: Static Balance – Floor Work
  - Red - 3a) Full front support
  - Red – 3c) Cone on and off back

#### Skills Activity:
- **Tuck Rock and Roll to stand (with and without partner)**
  - Sit in a tuck shape, practise rocking back and forward returning to a seated position.
  - In pairs, take it in turns to rock 3 times, reach for standing partner to assist to standing.
  - Allow time to practice
  - 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.

- **Egg Roll (exploring straddle shape)**
  - Curl up in a tuck shape on knees, practise rolling over side, back, other side and return to knees.
  - If children can perform the egg roll to a high standard, allow them to perform a straddle shape while on their back during the roll.
  - Perform slowly to begin with, concentrating on good quality, then perform at normal speed.

In pairs, explore different starting and finishing positions to the rolls explored during this lesson, positions could include: seated tuck, pike, or straddle. Various kneeling positions. Lying shapes etc.

#### Core Activity:
In pairs, select a roll to perform together to the rest of the class, mutually decide on a different start and finish position. Perform side by side in a matching formation working on synchronisation and timing of the roll.

- 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: Front support bean bag relay
In teams of 5 or 6, line up on hands and knees beside one another, have a bean bag at one end of the line. On command ‘go’, children all make a front support position; the first person picks up the bean bag without losing form, places it on their back, then retrieves it with the other hand and places it on the floor beside them ready for the next team mate to go. The winning team is the first to get the bean bag to the other end.

- Squeeze tummy and bottom muscles tight to create body tension
- Breathe throughout the exercise, do not hold breath
- Look at hands throughout exercise
- Attempt to perform whole relay without losing form

#### Evaluation/Post Lesson Notes:
-Equipment/Resources:
  - Mats
  - Tops Gymnastics card…”Rock and roll”

---

**STEP** Space, Task, Equipment, People
**Year Group:** 3  
**Activity:** Gymnastics  
**Lesson No:** 8

### Learning Outcomes:
- **Focus of Lesson: Rolling**
- **Acquiring & Developing:** gymnastics rolls: Tuck rock/roll to stand, Egg roll exploring shapes
- **Selecting & Applying:** 4 contrasting actions, creating and performing a sequence in pairs
- **Knowledge & Understanding:** explain why activities like rolling make people feel good
- **Evaluating & Improving:** describe the similarities and differences between gymnastic rolls

### Vocabulary:
- ROLL, ROCK, LOG ROLL, PENCIL ROLL, EGG ROLL, 
- TEDDY BEAR 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.
- **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)

### Fundamentals (F) – Co-ordination: Static Balance – Floor Work
- **Red - 3a) Full front support**
- **Red – 3c) Cone on and off back**

### Skills Activity:
Recap and consolidate rolls from last week:
- Tuck Rock and Roll to stand with and without partner assistance
- Egg Roll exploring Straddle shape

**Teddy Bear Roll**
- Sit out wide like a teddy bear (straddle shape)
- Lie on back legs out in Straddle, practise rocking from side to side, letting legs join together on floor
- If children can easily manage this, see if they can pull themselves to a sitting straddle position once on their side.

**Teddy Bear roll from sitting**
- If children can complete the stage above, allow them to attempt the full teddy bear roll
- Begin in seated straddle position, roll onto one side, back, other side and return to seated position
- Perform slowly to begin with, concentrating on good quality, then perform at normal speed.

### Use successful children or volunteers to demonstrate good examples/attempts.

### Core Activity:
In pairs, Recap or select a different roll to perform together to the rest of the class, mutually decide on a different start and finish position. Add a form of travel and a balance into their sequence. Perform side by side in a matching formation, working on synchronisation and timing of the roll.
Allow children time to remember, repeat and practise their sequence before performing.

### 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:
- 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

### Cool Down: Front support bean bag relay
In teams of 5 or 6, line up on hands and knees beside one another, have a bean bag at one end of the line. On command ‘go’, children all make a front support position; the first person picks up the bean bag without losing form, places it on their back, then retrieves it with the other hand and places it on the floor beside them ready for the next team mate to go. The winning team is the first to get the bean bag to the other end.

### Evaluation/Post Lesson Notes:
- Revise teaching points from lesson 7
- Encourage children to:
  - Ensure enough space to safely roll, take turns if space is limited
  - Extend and stretch legs and feet, to improve quality of roll
  - To hold onto ankles if flexibility allows, if not reach towards them instead

### Equipment/Resources:
- Mats
- Tops Gymnastics cards…”Rock and roll”
## Learning Outcomes:
- **Focus of Lesson: Jumping**
- **Acquiring & Developing:** jumping, leaping and landing techniques, 5 jump classifications
- **Selecting & Applying:** 4 contrasting actions, create and perform a basic sequence in pairs
- **Knowledge & Understanding:** demonstrate and explain safe jumping and landing technique
- **Evaluating & Improving:** make judgments about quality of jumps, elevation, style and control

## Vocabulary:
JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN, CHASSE, CAT LEAP, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE

## Warm Up: Numbers
- **Mobility** - Circle wrists, shoulders, arms, hips, knees and ankles.
- **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)

## Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs
- **Green – 6b)** 2 to 1 on a line with freeze
- **Red – 7a)** 2 to 2 180 degree turn
- **7b)** Tucked jump
- **Green – 1b)** Mini-Squat x 5

## Skills Activity:
- Give children 2 minutes to explore how they jump? Thinking about the stages you go through.
- Get children to explain, using correct vocabulary, how to jump to an imaginary alien (teacher!?!)
- What makes a good jump?

## Explore basic jumps from 2 feet – 2 feet (2-2):
- What shapes can you do in the air: Straight, tuck and star, some may attempt straddle and pike
- With Partner, practise assisted jumps supporting at the waist, attempt shapes
- Using rotation 180 degrees

## Begin to look at jumps from 1 foot to the other foot (1-1):
- What different entrances can you use into these jumps/leaps? Run, skip, Gallop (chasse) etc.
- Can you pass through a tuck shape in the air (Cat Leap)

## Core Activity:
In pairs, create a sequence containing at least 2 shapes (could be used as start/end position), a balance and 2 jumps explored earlier in the lesson. Perform together either facing each other in a mirror formation or side by side in a matching formation. Allow children time to remember, repeat and practise their sequence before performing.

## Cool Down: Single leg dips
Balancing on one leg, ask the children to perform a dip attempting to get a 90 degree bend at the knee, lifting the free leg slightly off the floor behind. Attempt 5 on one leg, before repeating on the other.

## Evaluation/Post Lesson Notes:
- Use different jump combinations and shapes, show control and extension
- 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

## 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

## Equipment/Resources:
- Mats
- Tops Gymnastics cards..."Jumping jacks"
Year Group: 3  Activity: Gymnastics  Lesson No: 10

Learning Outcomes:
- Focus of Lesson: Jumping Using Apparatus
- Acquiring & Developing: jumping, leaping and landing techniques, 5 jump classifications
- Selecting & Applying: 4 contrasting actions, create and perform a basic sequence in pairs
- Knowledge & Understanding: demonstrate and explain safe jumping and landing technique
- Evaluating & Improving: make judgments about quality of jumps, elevation, style and control

Vocabulary:
- JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN, CHASSE, CAT LEAP, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE

Warm Up: Numbers
- 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)

Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs
- Green – 6b) 2 to 1 on a line with freeze
- Red – 7a) 2 to 2 180 degree turn  7b) Tucked jump
- Pink – 6a) 2-2 180 degrees on beam
- Green – 1b) Mini-Squat x 5

Skills Activity:
- Recap the 3 stages of jumping and what Makes a good jump?
- Recap the 5 Jump Classifications? Who can remember them all?
- 2 feet – 2 feet  2 feet – 1 foot  1 foot – 2 feet  1 foot – same foot  1 foot – other foot

Revise and consolidate jumps from last week:
- Shape Jumps: Straight, tuck and Star
- Partner assisted shape Jumps: Including Straddle and Pike
- Rotation: 180 degrees
- 1 foot – 1 foot: Cat Leap

Using benches and other available small apparatus, no higher than the children’s average hip height, ask the children to explore Jumps:
- Using Shapes on and off the apparatus
- Using Rotation on and off the apparatus
- Using Leaps along or over the apparatus

Core Activity:
In pairs, revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels, directions and pathways to improve the variety and flow of the sequence. Perform together facing each other in a mirror formation. Allow children time to remember, repeat and practise their sequence before performing.

Cool Down: Single leg dips
Balancing on one leg, ask the children to perform a dip attempting to get a 90 degree bend at the knee, lifting the free leg slightly off the floor behind. Attempt 5 on one leg, before repeating on the other.

Evaluation/Post Lesson Notes:

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:
- 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

Encourage children to:
- Bend at hips and knees with arms forward on landing to show control
- Perform shapes clearly in the air, concentrating on extension
- Safely provide support for their partner, allowing them extra height
- Jump upright in flight before performing ½ turn, keep body upright
- Use chasse entrance into cat leaps, changing legs in the air
- Help layout apparatus, abiding by the Apparatus Safety rules
- Work within their own capabilities, judge heights and distances required
- Attempt shapes clearly, concentrating on safe and secure landings
- Have control on the floor, before attempting rotations from apparatus
- Concentrate on quality, begin small and improve as confidence increases

STEP Space, Task, Equipment, People

Equipment/Resources:
- Mats
- Benches
- Nesting tables and platforms (no higher than average child’s hip height)
- Tops Gymnastics cards... “Jumping jacks”
### Learning Outcomes:
- **Focus of Lesson:** Large Apparatus
- **Acquiring & Developing:** using the apparatus for a wide range of gymnastics actions
- **Selecting & Applying:** 4 contrasting actions, create & perform a sequence in pairs, on apparatus
- **Knowledge & Understanding:** describe how intense a sequence on large apparatus feels to perform
- **Evaluating & Improving:** use correct vocabulary to name and describe what you see

### Vocabulary:
- Gymnastic actions, shapes, travel, still balance, dynamic balance, rolls, jumps, leaps, climb, hang, grip, over grasp, under grasp, direction, level, speeds, pathways, muscles, tight, tension, link, repeat, demonstrate

### Warm Up: Choice of Warm Up
- **Mobility** - Circle wrists, shoulders, arms, hips, knees and ankles.
- **Stretches** - Standing pike fold and seated straddle fold. Hold each for 5 sec.
- Back arch (lying on front, push up on hands) and back hollow (kneeling in tuck shape, arms stretched out on floor).

### Fundamentals
- Dependant on warm up and cool down – Use appropriate Fundamentals where possible

### Skills Activity:
- Set out as much large apparatus as is available, ensuring enough space between stations.
- 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.

### Aim to set up between 4-6 stations, allowing the children to explore a mixture of:
- **Climbing/hanging** - Fixed frames, A-frame and bar attachment
- **Travelling** - Benches, mats and floor space
- **Still Balance** - Nesting tables, gymnastic platforms, benches
- **Dynamic Balance** - Balance beams, up turned benches, A-frame with beam attachment
- **Jumps** - Low Nesting tables, gymnastic platforms or benches
- **Rolling** - Mats, Springboard to roll down, foam wedges

### Core Activity:
- In pairs, begin to create a sequence containing at least 4 gymnastics actions, including a start and end position, travels, balance, rolls and/or jumps, using your allocated piece of apparatus. To be continued and performed next week. Concentrate on using different directions, levels, speeds and pathways, using creative links to smoothly join actions together. Decide which relations/formations to use within sequence; mirror, match, unison, cannon, contrast etc.

### Core Activity:
- Use floor and apparatus to add depth to their sequence
- 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

### Equipment/Resources:
- 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’
**Year Group:** Keystage 2 (Year 3 & 4)  
**Activity:** Gymnastics  
**Lesson No:** 11 & 12 Rhythmic

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Lesson: Rhythmic Apparatus</td>
<td>RIBBON, SPIRAL, STREAM, SWING, PATTERNS</td>
</tr>
<tr>
<td>Acquiring &amp; Developing: co-ordination and control using different hand apparatus</td>
<td>OVERHEAD, CLOCKWISE, ANTI-CLOCKWISE</td>
</tr>
<tr>
<td>Selecting &amp; Applying: link basic movement actions to movements of the apparatus</td>
<td>BALL, BOUNCE, THROW, RELEASE, CATCH, RETURN,</td>
</tr>
<tr>
<td>Knowledge &amp; Understanding: describe where &amp; when they can take part in hand app. activities</td>
<td>HOOP, SPIN, ROLL, RETRIEVE, CONTROL,</td>
</tr>
<tr>
<td>Evaluating &amp; Improving: describe similarities and differences in actions, using different apparatus</td>
<td>ROPE, SNAKE, SKIPPING, RHYTHM, CO-ORDINATION,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Warm Up: Choice of Warm Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mobility</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Stretches</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fundamentals (F) – Co-ordination (Ball Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green – 9a)</strong> Roll ball up, down and around body standing or seated 1 hand</td>
</tr>
</tbody>
</table>
| **Red – 9a)** Take ball around one leg x16  
**9b)** Take ball around back x20 |
| **Red - 9c)** Take ball around alternating legs x16 |

<table>
<thead>
<tr>
<th>Skills Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using available rhythmic gymnastics hand apparatus: Ribbons, Balls, Hoops and ropes</strong></td>
</tr>
<tr>
<td><strong>Divide the class into 4 groups and allow time to explore each piece of hand apparatus.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ribbons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Spiral the ribbon, keeping arm below shoulder, facing down in front</td>
</tr>
<tr>
<td>- Vertical streaming moving forwards and backwards</td>
</tr>
<tr>
<td>- Explore what other patterns you can make using the ribbons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balls:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bouncing and catching ball with 2 hands, repetitive bouncing using 1 hand at a time, swap hands</td>
</tr>
<tr>
<td>- Throw and catch ball with 2 hands, and one hand by cupping the ball and using a straight arm</td>
</tr>
<tr>
<td>- Explore performing different shapes and balances while handling the ball</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hoops:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Spin the hoop on different body parts; waist, arm, leg etc.</td>
</tr>
<tr>
<td>- Spin the hoop on floor, catch before it falls. Roll/throw hoop to a partner and catch, repeat</td>
</tr>
<tr>
<td>- What other skills or tricks can you perform with the hoop?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ropes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Skipping forwards on the spot using a rope</td>
</tr>
<tr>
<td>- Skipping backwards on the spot using a rope</td>
</tr>
<tr>
<td>- What other skills or tricks can you perform with the rope?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In pairs, use <em>the add</em> on technique to put together a short sequence. Child ‘A’ begins with the start shape, child ‘B’ repeats the start shape and adds on a simple gymnastics actions and/or apparatus movement, child ‘A’ repeats both actions and adds on another, child ‘B’ adds on a finishing shape. Remember &amp; repeat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow pairs to demonstration to the rest of the class. Encourage feedback from the other children, on creativity, imagination, quality, control and effort.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation/Post Lesson Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment/Resources:</strong></td>
</tr>
<tr>
<td>Ribbons, Balls, Hoops and Ropes</td>
</tr>
<tr>
<td>Tops Gymnastics cards…“Hand Apparatus 1 and 2”</td>
</tr>
</tbody>
</table>