

Warm up sheet

Keystage 2

Washing Machine:

On command:

- | | | | |
|-----------------------|----------------------------|-----------------|----------------------------------|
| Normal Wash | - Gentle jog on spot | Trousers | - Sitting in 'L' shape (pike) |
| Boys clothes | - Fast jog on spot | Shorts | - Sitting in tuck shape |
| Mums delicates | - Soft jog on spot | Skirts | - Sitting in straddle shape |
| Spin cycle | - ¼ Jumps around in circle | 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**
 - **Jog**
 - **Skip**
 - **Gallop**
 - **Side step**
 - **Hop scotch etc.**
- On pausing the music, call out a letter: C, I, K, L, O, S, T, V, X, Y etc.**
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.

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

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Shapes ▪ Acquiring & Developing: All main gymnastics shapes on different body parts/levels ▪ Selecting & Applying: 3 contrasting gymnastics actions, create and perform a basic sequence ▪ Knowledge & Understanding: demonstrate good posture when standing ▪ Evaluating & Improving: watch shapes and comment/improve on levels and quality 	<p>Vocabulary: STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, EXTENSION, LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,</p>
<p>Warm Up: Washing Machine (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 (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Static Balance (Floor Work) Red – 3a) Full front support and basic back support</p>	
<p>Skills Activity: Learn/Recap the correct names of the shapes: (Refer to basic shapes sheet, if needed)</p> <ul style="list-style-type: none"> • 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 <p>In class group, recap different ways of making straight, tuck, and star shapes on different body parts and levels:</p> <ul style="list-style-type: none"> • 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? <p>Feed ideas back to group and analyse levels e.g. high, medium and low, and comment on quality.</p> <p>Q. As a class discuss what makes a sequence? What must a sequence have?</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <p>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.</p>
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Squeeze all muscles tight to create tension • Lift bottom by pushing down with feet against partners hands • Be sensible when lifting and return partner to floor gently
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>

Year Group: 3

Activity: Gymnastics

Lesson No: 2

<p>Learning Outcomes:</p> <ul style="list-style-type: none">▪ Focus of Lesson: Shapes▪ Acquiring & Developing: All gymnastics shapes on different body parts/levels, using apparatus▪ Selecting & Applying: 3 contrasting gymnastics actions, create and perform sequence using app.▪ Knowledge & Understanding: demonstrate good posture when standing▪ Evaluating & Improving: watch shapes and comment and improve on levels and quality	<p>Vocabulary: STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, EXTENSION, AMPLITUDE LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,</p>
<p>Warm Up: Washing Machine (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 (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none">• Begin gradually, increasing intensity throughout warm up• Controlled movement of limbs• Hold stretches at full range of movement• Do not force or bounce <p>Apparatus Safety:</p> <ul style="list-style-type: none">• 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
<p>Fundamentals (F) – Static Balance (Floor Work) Red – 3a) Full front support and basic back support</p>	
<p>Skills Activity: Recap basic shapes: Straight, Tuck, Star, Straddle and Pike (Teacher) - Refer to basic shapes sheet</p> <ul style="list-style-type: none">• In class group, quickly recap different ways of making Straight, Tuck, Star and Straddle shapes on different body parts, ask for volunteers to demonstrate shapes clearly.• Can the children remember the difference between the star and straddle shape? <p>Using benches and other available small apparatus Making Straight, Tuck, and Star shapes on apparatus:</p> <ul style="list-style-type: none">• Can they come up with shapes, using body weight completely on the apparatus?• Can they come up with shapes, using part body weight on floor (limit this to large patches, example: bottom, back, shoulders and tummy) and part body weight on apparatus? <p>Use imaginative ideas and quality performance as demonstrations. Allow time to discuss why they think the shapes are good?</p>	<p>Encourage children to:</p> <ul style="list-style-type: none">• Straddle shape has a 90 degree bend in the middle, hands are near to toes• Help layout apparatus, abiding by the Apparatus Safety rules• Use different body parts on apparatus, ensuring quality of shapes• Use their bottom, back, shoulders and tummy on floor, feet raised• Appreciate and comment on good work• Use appropriate vocabulary, commenting on levels, base of support etc.
<p>Core Activity: 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.</p>	<ul style="list-style-type: none">• 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
<p>Cool Down: 'Pike Squeeze' In pairs, sit in pike shape facing each other, partner 1 keep legs together, partner 2 place feet either side of partner 1. On Command "Squeeze", partner 1 uses legs muscle to try and open their legs, partner 2 uses their leg muscles to stop them. Attempt for 5 seconds before swapping.</p>	<p>Encourage children to:</p> <ul style="list-style-type: none">• Squeeze all muscles tight to create tension• Sit up straight with arms folding to inhibit cheating• Work sensibly with partner, using appropriate force
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>

Year Group: 3

Activity: Gymnastics

Lesson No: 3

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Vocabulary: LEVELS, HIGH, MEDIUM, LOW, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL TENSION, EXTENSION, AMPLITUDE LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,</p>
<p>Warm Up: Zoo (F) (refer to additional warm up sheet)</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 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)</p>	<p>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Co-ordination (Floor Patterns), Static balance</p> <p>Yellow - 10a) Side-steps Yellow - 10b) Gallop Note: All activities using a lead leg should be repeated using both legs</p> <p>Yellow - 2a-e) Seated balance working towards: No hands or feet for 10 seconds</p>	
<p>Skills Activity: Allow the children to have a go at the following popular gymnastics travel movements:</p> <p>Releve: Walk on balls of feet Battement: Walk tall, lifting legs straight out in front Skip: Step hop Front Chasse: One leg Gallop and change</p> <p>Q. How can travelling be made to look different? Explore ways of moving using:</p> <ul style="list-style-type: none"> • Different levels: High, Medium and Low • Different directions: Forward, Backward and Sideways • Can the children think of different pathways/patterns that could be used to travel in? Curved, Zig Zag, Spiral, 'L' shape, 'X' shape etc. <p>In Pairs, have a go at follow the leader: 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.</p>	<p>Encourage the children to:</p> <ul style="list-style-type: none"> • Extend body and point toes before stepping in Releve and Battement • Extend leg in the air, lead with both legs, use opposite arm to leg action <p>A. Levels, Directions, Pathways and Speeds.</p> <ul style="list-style-type: none"> • Choose appropriate forms of travel to match the desired level • Pick sensible forms of travel to attempt in different directions • Imagine they have paint on their feet, what patterns can they create on the floor <ul style="list-style-type: none"> • Lead their partner into safe spaces, using appropriate speeds • Go to the back of the line on command to change • Use quality and control throughout contrasting movements
<p>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. Allow children time to remember, repeat and practise their sequence before performing.</p>	<ul style="list-style-type: none"> • 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
<p>Cool Down: Dish and Arch Shape (F)</p> <p>Dish - Lying stretched on back feet and shoulders lifted 10cm off floor, hold 10 sec Arch - Lying stretched on front feet and chest lifted 10 cm off floor, hold 10 sec</p> <p>Q. Which muscles can you feel working in each of the above balances?</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • 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.
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>

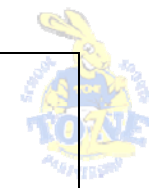
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Travel on Apparatus, ▪ Acquiring & Developing: travel movements, using different levels, directions on apparatus ▪ Selecting & Applying: 3 contrasting actions, create and perform a sequence using pathway/app ▪ Knowledge & Understanding: explain why their heart rate increases while exercising moderately ▪ Evaluating & Improving: watch travel and comment/improve on direction and quality 	<p>Vocabulary: LEVELS, HIGH, MEDIUM, LOW, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL TENSION, EXTENSION, AMPLITUDE LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW,</p>
<p>Warm Up: Zoo (F) (refer to additional warm up sheet)</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 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)</p>	<p>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce <p>Apparatus Safety:</p>
<p>Fundamentals (F) – Co-ordination (Floor movement patterns), Static balance</p> <p>Yellow - 10a) Side-steps Yellow - 10b) Gallop Note: All activities using a lead leg should be repeated using both legs</p> <p>Yellow - 5a) Natural walking along line/beam with minimal wobble</p> <p>Yellow - 2a-e) Seated balance working towards: No hands or feet for 10 seconds</p>	<ul style="list-style-type: none"> • 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
<p>Skills Activity:</p> <p>Recap and Revise popular gymnastics travel movements:</p> <p>Releve: Walk on balls of feet Battement: Walk tall, lifting legs straight out in front</p> <p>Skip: Step hop Front Chasse: One leg Gallop and change</p> <p>Q. Recap how travelling can be made to look different? Using benches and other available small apparatus.</p> <p>Ask the children to explore the travel movements from last week using the floor and apparatus. Explore ways of moving using:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Extend body and point toes before stepping in Releve and Battement • Extend leg in the air, lead with both legs, use opposite arm to leg action <p>A. Levels, Directions, Pathways and Speeds.</p> <ul style="list-style-type: none"> • Help layout apparatus, abiding by the Apparatus Safety rules. • Choose appropriate forms of travel to match the desired level • Pick sensible forms of travel to attempt in different directions • Imagine they have paint on their feet, what patterns can they create on floor • Lead their partner into safe spaces, using apparatus only when its free • Go to the back of the line on command "stop and change" • Use quality and control throughout contrasting movements
<p>Core Activity:</p> <p>Revise 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.</p>	<ul style="list-style-type: none"> • 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
<p>Cool Down: Dish and Arch Shape (F)</p> <p>Dish - Lying stretched on back feet and shoulders lifted 10cm off floor, hold 10 sec</p> <p>Arch - Lying stretched on front feet and chest lifted 10 cm off floor, hold 10 sec</p> <p>Q. Which muscles can you feel working in each of the above balances?</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • 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!!
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>

Year Group: 3

Activity: Gymnastics

Lesson No: 5

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Balance ▪ Acquiring & Developing: balances on patches and points, using Symmetry & Asymmetry in pairs ▪ Selecting & Applying: 4 contrasting actions, creating and performing 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 	<p>Vocabulary: BALANCE, STILL, HELD, PATCHES, POINTS, FOCUS, CONCENTRATION, SYMMETRICAL, ASYMMETRICAL, MIRROR, FORMATION, MUSCLES, TIGHT, TENSION, LEVELS, HIGH, MEDIUM, LOW, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>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)</p>	<p>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Static balance: One leg/ Floor work (front and back support) Yellow – 1a) Stand still 10 secs Yellow – 3a) Front support on knees 3b) Point to ceiling with one hand Blue – 2c) V-sit hold for 10 seconds</p>	
<p>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?</p> <p>Recap with the children patches and points of the body?</p> <ul style="list-style-type: none"> • 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 <p>Q. In gymnastics, what does Symmetrical and Asymmetrical mean? Explore Asymmetrical balances on Patches and then Points</p> <p>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</p>	<p>A. Balance is a held position of stillness. A. Focus and concentration, minimal wobble, good body tension/extension A. 3-5 seconds</p> <p>Encourage children to:</p> <ul style="list-style-type: none"> • Make imaginative shapes while balancing on larger body parts • Keep quality in balance by extending legs, fingers and toes • Use combinations of hands, feet, elbows and knees to create balances • Attempt to keep a straight line from fingers to foot <p>A. Symmetrical: The same on left and right sides of the body Asymmetrical: Differences on the right and left hand side of the body</p> <ul style="list-style-type: none"> • Adapt balances if needed to accommodate varying abilities • Challenge themselves by trying trickier balances
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Cool Down: Frog Balance</p> <ul style="list-style-type: none"> • 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 	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Take it in turns, using mat space in case of falling • Control the balance, by using finger and palm pressure
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Vocabulary: BALANCE, STILL, HELD, PATCHES, POINTS, CONCENTRATION, FOCUS, SYMMETRICAL, ASYMMETRICAL, DYNAMIC BALANCE, FORMATION, MUSCLES, TIGHT, TENSION, LEVELS, HIGH, MEDIUM, LOW, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>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)</p>	<p>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce <p>Apparatus Safety:</p> <ul style="list-style-type: none"> • 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
<p>Fundamentals (F) – Dynamic balance: Along line and low beam Yellow – 5a) Natural walking with fluidity and minimum wobble, along line and low beam Green – 5a) Walking along line and beam lifting knees up in front b) lifting heels up behind Pink – 5a) Side step along line/bench d) Grape vine step Blue – 5c) Lunge walking along line/beam</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • 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 <p>Come up other challenging forms of dynamic balance for the class to try</p>
<p>Skills Activity: Travelling/Dynamic Balance Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>Recap with the children patches and points of the body?</p> <ul style="list-style-type: none"> • 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. <p>In Pairs explore balances on patches and points using the apparatus.</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • 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
<p>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.</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Keep arms straight • Attempt to hold for 5 seconds • Circle wrists after each attempt, as they are holding their whole body weight
<p>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</p>	<p>Equipment/Resources: Ropes Benches Beams</p>
<p>Evaluation/Post Lesson Notes:</p>	

Year Group: 3

Activity: Gymnastics

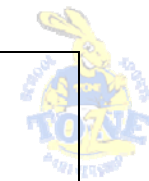
Lesson No: 7

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Vocabulary: ROLL, ROCK, LOG ROLL, PENCIL ROLL, EGG ROLL, CURL, SMOOTH, ROUND, FORWARD, BACKWARD, SIDEWAYS, ASSISTANCE MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Traffic Lights</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>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Co-ordination: Static Balance – Floor Work</p> <p>Red - 3a) Full front support Red – 3c) Cone on and off back</p>	<p>Apparatus Safety:</p> <ul style="list-style-type: none"> • 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
<p>Skills Activity: Tuck Rock and Roll to stand (with and without partner)</p> <ul style="list-style-type: none"> • 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. <p>Egg Roll (exploring straddle shape)</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Ensure enough space to safely roll, take turns if space is limited • Round back, making it smooth to roll on, pull on knees to sit • Work sensibly together, hold hands out to encourage partner to reach forward • Keep feet together, reach forward to stand without touching hands on floor • Remain in tuck shape throughout the roll, perform with quality and control • Begin slowly, performing straddle with good quality before adding speed • Hold balance for 3 seconds with control and quality • Use smooth and safe transitions from balances into rolls
<p>Core Activity:</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Cool Down: Front support bean bag relay</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources: Mats Tops Gymnastics card... "Rock and roll"</p>

Year Group: 3

Activity: Gymnastics

Lesson No: 8



<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 	<p>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</p>
<p>Warm Up: Traffic Lights</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>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Co-ordination: Static Balance – Floor Work</p> <p>Red - 3a) Full front support Red – 3c) Cone on and off back</p>	<p>Apparatus Safety:</p> <ul style="list-style-type: none"> • 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
<p>Skills Activity: Recap and consolidate rolls from last week:</p> <ul style="list-style-type: none"> • Tuck Rock and Roll to stand with and without partner assistance • Egg Roll exploring Straddle shape <p>Teddy Bear Roll Sit out wide like a teddy bear (straddle shape)</p> <ul style="list-style-type: none"> • 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. <p>Teddy Bear roll from sitting</p> <ul style="list-style-type: none"> • 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. <p>Use successful children or volunteers to demonstrate good examples/attempts.</p>	<ul style="list-style-type: none"> • Revise teaching points from lesson 7 <p>Encourage children to:</p> <ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Cool Down: Front support bean bag relay</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources: Mats Tops Gymnastics cards..."Rock and roll"</p>

Year Group: 3

Activity: Gymnastics

Lesson No: 9

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 	<p>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</p>
<p>Warm Up: Numbers</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>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs</p> <p>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</p>	
<p>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?</p> <p>Discuss jump classification? (How many feet you take off and land on), Can they think of all 5? 2 feet – 2 feet 2 feet – 1 foot 1 foot – 2 feet 1 foot – same foot 1 foot – other foot</p> <p>Explore basic jumps from 2 feet – 2 feet (2-2):</p> <ul style="list-style-type: none"> • 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 <p>Begin to look at jumps from 1 foot to the other foot (1-1):</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Take off – Full/driving arm swing, strong bend and thrust through legs • Flight – Tension in flight, showing shape clearly with precision and control • Landing – Absorb impact through legs, held and controlled landing position <p>Encourage children to:</p> <ul style="list-style-type: none"> • Demonstrate if they come up with a correct answer • 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 a double gallop entrance into leaps, know in gymnastics as a ‘chasse’ • Lift one knee into the air on take off and changing legs before landing
<p>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.</p>	<ul style="list-style-type: none"> • 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
<p>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.</p>	<ul style="list-style-type: none"> • Push hips out behind when squatting, rather than letting knee go over toe • Perform with control and precision, focusing ahead to assist balance
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources: Mats Tops Gymnastics cards...”Jumping jacks”</p>

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 	<p>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</p>
<p>Warm Up: Numbers</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>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce <p>Apparatus Safety:</p>
<p>Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs</p> <p>Green – 6b) 2 to 1 on a line with freeze</p> <p>Red – 7a) 2 to 2 180 degree turn 7b) Tucked jump</p> <p>Pink – 6a) 2-2 180 degrees on beam</p> <p>Green – 1b) Mini-Squat x 5</p>	<ul style="list-style-type: none"> • 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
<p>Skills Activity:</p> <p>Recap the 3 stages of jumping and what Makes a good jump?</p> <p>Recap the 5 Jump Classifications? Who can remember them all?</p> <p>2 feet – 2 feet 2 feet – 1 foot 1 foot – 2 feet 1 foot – same foot 1 foot – other foot</p> <p>Revise and consolidate jumps from last week:</p> <ul style="list-style-type: none"> • Shape Jumps: Straight, tuck and Star • Partner assisted shape Jumps: Including Straddle and Pike • Rotation: 180 degrees • 1 foot – 1 foot: Cat Leap <p>Using benches and other available small apparatus, no higher than the children’s average hip height, ask the children to explore Jumps:</p> <ul style="list-style-type: none"> • Using Shapes on and off the apparatus • Using Rotation on and off the apparatus • Using Leaps along or over the apparatus 	<ul style="list-style-type: none"> • Take off – Full/driving arm swing, strong bend and thrust through legs • Flight – Tension in flight, showing shape clearly with precision and control • Landing – Absorb impact through legs, held and controlled landing position <p>Encourage children to:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
<p>Core Activity:</p> <p>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.</p>	<ul style="list-style-type: none"> • 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
<p>Cool Down: Single leg dips</p> <p>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.</p>	<ul style="list-style-type: none"> • Push hips out behind when squatting, rather than letting knee go over toe • Perform with control and precision, focusing ahead to assist balance
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p> <p>Mats Benches Nesting tables and platforms (no higher than average child’s hip height) Tops Gymnastics cards...”Jumping jacks”</p>

Year Group: Keystage 2 (Year 3 & 4)

Activity: Gymnastics

Lesson No: 11 & 12 Apparatus

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ 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 app. feels to perform ▪ Evaluating & Improving: use correct vocabulary to name and describe what you see 	<p>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</p>
<p>Warm Up: Choice of Warm Up</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>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce <p>Apparatus Safety:</p> <ul style="list-style-type: none"> • 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
<p>Fundamentals</p> <p>Dependant on warm up and cool down –Use appropriate Fundamentals where possible</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Help layout apparatus, abiding by the Apparatus Safety 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) • Keep three point contact, no climbing over fixed frames and no jumping off • Remember to use different; directions, speeds, levels and pathways • Hold balances still, using different body parts, showing control and extension • Keep body tension and focus throughout to prevent wobbling. • Use different take off combinations, tension while in flight and control landings • Roll in different shapes with control, showing different start and end positions
<p>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.</p> <p>Aim to set up between 4-6 stations, allowing the children to explore a mixture of:</p> <p>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 Jumping - Low Nesting tables, gymnastic platforms or benches Rolling - Mats, Springboard to roll down, foam wedges</p> <p>Divide the children evenly into groups, depending on how many stations you have available. Allow up to 5 minutes per station for the children to explore gymnastics actions:</p> <p>Shapes Travel Balance Rolls Jumps Climbing Hanging</p>	<ul style="list-style-type: none"> • Use their apparatus appropriately linking gymnastics actions together where possible • 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
<p>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.</p>	
<p>Cool Down: Use cool down time to continue performing sequences, allowing enough time for feedback from the other children. Criteria for feedback could be given to watching groups; Group 1: Quality of actions, Group 2: Flow and variety of linking work, Group 3: Changes in direction, Group 4: Changes in level, speeds etc.</p>	
<p>Evaluation/Post Lesson Notes:</p>	<p>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'</p>

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Rhythmic Apparatus ▪ Acquiring & Developing: co-ordination and control using different hand apparatus ▪ Selecting & Applying: link basic movement actions to movements of the apparatus ▪ Knowledge & Understanding: describe where & when they can take part in hand app. activities ▪ Evaluating & Improving: describe similarities and differences in actions, using different apparatus 	<p>Vocabulary: 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>Warm Up: Choice of Warm Up</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>Teaching points/Class Management/Differentiation (STEP):</p> <ul style="list-style-type: none"> • Begin gradually, increasing intensity throughout warm up • Controlled movement of limbs • Hold stretches at full range of movement • Do not force or bounce
<p>Fundamentals (F) – Co-ordination (Ball Skills)</p> <p>Green – 9a) Roll ball up, down and around body standing or seated 1 hand Red – 9a) Take ball around one leg x16 9b) Take ball around back x20 Red - 9c) Take ball around alternating legs x16</p>	
<p>Skills Activity: Using available rhythmic gymnastics hand apparatus: Ribbons, Balls, Hoops and ropes Divide the class into 4 groups and allow time to explore each piece of hand apparatus.</p> <p>Ribbons:</p> <ul style="list-style-type: none"> • Spiral the ribbon, keeping arm below shoulder, facing down in front • Vertical streaming moving forwards and backwards • Explore what other patterns you can make using the ribbons <p>Balls:</p> <ul style="list-style-type: none"> • Bouncing and catching ball with 2 hands, repetitive bouncing using 1 hand at a time, swap hands • Throw and catch ball with 2 hands, and one hand by cupping the ball and using a straight arm • Explore performing different shapes and balances while handling the ball <p>Hoops:</p> <ul style="list-style-type: none"> • Spin the hoop on different body parts; waist, arm, leg etc. • Spin the hoop on floor, catch before it falls. Roll/throw hoop to a partner and catch, repeat • What other skills or tricks can you perform with the hoop? <p>Ropes:</p> <ul style="list-style-type: none"> • Skipping forwards on the spot using a rope • Skipping backwards on the spot using a rope • What other skills or tricks can you perform with the rope? 	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Be aware of others • Avoid windows and doors when throwing • Throw/roll into space and be aware of others when following apparatus <ul style="list-style-type: none"> • Hold the end of the ribbon stick, using wrist to create spiral • Move into spaces, being aware of others • Use large swinging movements of the arm to create a big effect <ul style="list-style-type: none"> • Bounce the ball by pushing it towards the floor rather than 'pat' it • Use a bend at the knees to assist throw, beginning with a small throw • Make still balances while continuing to bounce/throw the ball <ul style="list-style-type: none"> • Co-ordinate movements of the body in time with the rotations of the hoop • Use thumb and fore finger around the hoop to initiate a floor hoop spin • Explore apparatus, can they skip with the hoop etc. <ul style="list-style-type: none"> • Initiate turns from the wrist while skipping, keeping body upright • Work on timing and co-ordination while jumping the rope • Explore apparatus, figure 8 pattern either side of body with rope folded in half
<p>Core Activity: In pairs, use 'the add' 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 & repeat</p>	<ul style="list-style-type: none"> • Compose a sequence that includes actions and linking movements • Show quality, control and extension throughout • Keep control of the apparatus throughout sequence
<p>Cool Down: Allow pairs to demonstration to the rest of the class. Encourage feedback from the other children, on creativity, imagination, quality, control and effort.</p>	
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources: Ribbons, Balls, Hoops and Ropes Tops Gymnastics cards..."Hand Apparatus 1 and 2"</p>