

# Warm up sheet

Keystage 2

## Washing Machine:

On command:

- |                       |                            |                 |                                  |
|-----------------------|----------------------------|-----------------|----------------------------------|
| <b>Normal Wash</b>    | - Gentle jog on spot       | <b>Trousers</b> | - Sitting in 'L' shape (pike)    |
| <b>Boys clothes</b>   | - Fast jog on spot         | <b>Shorts</b>   | - Sitting in tuck shape          |
| <b>Mums delicates</b> | - Soft jog on spot         | <b>Skirts</b>   | - Sitting in straddle shape      |
| <b>Spin cycle</b>     | - ¼ Jumps around in circle | <b>Dress</b>    | - Lie or stand in star shape     |
|                       |                            | <b>Scarf</b>    | - 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.**

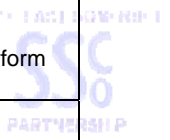
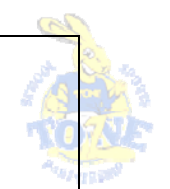


Year Group: 4

Activity: Gymnastics

Lesson No: 1

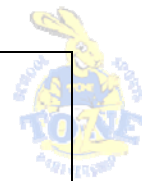
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Shapes</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> All gymnastics shapes on different body parts/levels, using apparatus</li> <li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, create and perform sequence</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain that gymnastics improves joint range of movement</li> <li>▪ <b>Evaluating &amp; Improving:</b> watch shapes and comment/improve on levels and quality</li> </ul>	<p><b>Vocabulary:</b>          STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE          TENSION, EXTENSION, CONTRASTING          LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: : Washing Machine (F)</b> (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 seated straddle fold Hold each for 5 sec          Back arch (lying on front, push up on hands)          Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Static Balance (Floor Work) (Seated)</b>  <b>Red – 3a) Full front support and basic back support</b>  <b>Blue – 2c) V-sit – 10 seconds</b></p>	
<p><b>Skills Activity:</b>  <b>Learn/Recap the correct names of the shapes:</b> (Refer to basic shapes sheet, if needed)</p> <ul style="list-style-type: none"> <li>• Straight – Body tall and thin, legs together and arms stretched beside ears</li> <li>• Tuck – Curl knees into chest, hold onto shins with legs together</li> <li>• Star – Arms and legs stretched out wide and as far away from each other</li> <li>• Straddle – Sitting tall, with legs out wide and straight, arms stretched out above legs</li> <li>• Pike – Sitting tall, with legs together and straight, arms stretched out above legs</li> </ul> <p><b>In class group, recap different ways of making Straight, Tuck, Star and Straddle shapes on different body parts.</b></p> <ul style="list-style-type: none"> <li>• Use volunteers to demonstrate shapes clearly, whole class to then copy.</li> <li>• Can the children identify the difference between the Straight and Pike shape?</li> <li>• In small groups or pairs, explore as many different ways of making the Pike shape, who can come up with the most? (F)</li> </ul> <p><b>Feed ideas back to group and analyse levels e.g. high, medium and low, and comment on quality.</b></p> <p><b>Q. As a class discuss what makes a sequence? What must a sequence have?</b></p>	<p><b>Encourage Children to:</b></p> <ul style="list-style-type: none"> <li>• Squeeze muscle tight and hold shapes clearly for 3 seconds</li> <li>• Stretch legs, arms, fingers and toes where appropriate to improve quality</li> <li>• Use correct vocabulary for the shape names</li> </ul> <ul style="list-style-type: none"> <li>• Use imaginative ideas. Extend through fingers and toes, use body tension</li> <li>• Pike shape has a 90 degree bend in the middle, hands are near to toes</li> <li>• Attempt shapes on different body parts, making sure hands are near toes</li> </ul> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary, commenting on levels, base of support etc</li> </ul> <p><b>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.</b></p>
<p><b>Core Activity:</b>          Individually, create a sequence containing at least 4 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"> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already completely perform</li> </ul>
<p><b>Cool Down: 'Log lift'</b>          In pairs numbered 1 &amp; 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><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Squeeze all muscles tight to create tension</li> <li>• Lift bottom by pushing down with feet against partners hands</li> <li>• Be sensible when lifting and return partner to floor gently</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>



Year Group: 4

Activity: Gymnastics

Lesson No: 2



<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>▪ <b>Focus of Lesson: Shapes</b></li><li>▪ <b>Acquiring &amp; Developing:</b> All gymnastics shapes on different body parts/levels, using apparatus</li><li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, create and perform sequence</li><li>▪ <b>Knowledge &amp; Understanding:</b> explain that gymnastics improves joint range of movement</li><li>▪ <b>Evaluating &amp; Improving:</b> watch shapes and comment/improve on levels and quality</li></ul>	<p><b>Vocabulary:</b> STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, RIGHT ANGLE TENSION, EXTENSION, INVERTED, CONTRASTING LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: : Washing Machine (F)</b> (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 seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"><li>• Begin gradually, increasing intensity throughout warm up</li><li>• Controlled movement of limbs</li><li>• Hold stretches at full range of movement</li><li>• Do not force or bounce</li></ul> <p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"><li>• Put the apparatus out in accordance with your School Policy.</li><li>• Allow sufficient individual space, when working with others on apparatus.</li><li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li><li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li></ul>
<p><b>Fundamentals (F) – Static Balance (Floor Work)</b> <b>Red – 3a) Full front support and basic back support</b></p>	
<p><b>Skills Activity:</b> <b>Recap basic shapes: Straight, Tuck, Star, Straddle and Pike</b> (Teacher) - Refer to basic shapes sheet</p> <ul style="list-style-type: none"><li>• In class group, recap different ways of making Straight, Tuck, Star, Straddle and Pike shapes on different body parts, ask for volunteers to demonstrate shapes clearly.</li><li>• Can the children remember the difference between the straight and pike shape?</li></ul> <p><b>Using benches and other available small apparatus</b> <b>Making Straight, Tuck, and Star shapes on apparatus:</b></p> <ul style="list-style-type: none"><li>• Can they come up with shapes, using body weight completely on the apparatus?</li><li>• Can they come up with shapes, using part body weight on floor (encourage use of small body parts in contact with floor, example hands, elbows and head) and part body weight on apparatus?</li></ul> <p><b>Use imaginative ideas and quality performance as demonstrations.</b> Allow time to discuss why they think the shapes are good?</p>	<p><b>Encourage Children to:</b></p> <ul style="list-style-type: none"><li>• Pike shape has a 90 degree bend in the middle, hands are near to toes</li><li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules.</li><li>• Use different body parts on apparatus, ensuring quality of shapes</li><li>• Use their bottom, back, shoulders and tummy on floor, feet raised</li><li>• Appreciate and comment on good work</li><li>• Use appropriate vocabulary, commenting on levels, base of support etc.</li></ul>
<p><b>Core Activity:</b> 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"><li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li><li>• Use sufficient space for their work, being aware of others working near</li><li>• Use only those skills in sequence which they can already completely perform</li></ul>
<p><b>Cool Down: 'Pike Squeeze'</b> 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><b>Encourage children to:</b></p> <ul style="list-style-type: none"><li>• Squeeze all muscles tight to create tension</li><li>• Sit up straight with arms folding to inhibit cheating</li><li>• Work sensibly with partner, using appropriate force</li></ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>

Year Group: 4

Activity: Gymnastics

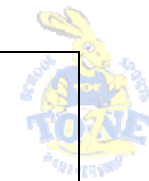
Lesson No: 3

<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Travel</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> travel movements, using levels, directions, pathways and speeds</li> <li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, create and perform a sequence in a pathway</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain why their heart rate increases while exercising moderately</li> <li>▪ <b>Evaluating &amp; Improving:</b> watch travel and comment/improve on speeds and quality</li> </ul>	<p><b>Vocabulary:</b> LEVELS, HIGH, MEDIUM, LOW, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL, SPEEDS, FAST, MEDIUM, SLOW, TENSION, EXTENSION, AMPLITUDE, LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Zoo (F)</b> (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><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination (Floor Patterns), Static balance</b></p> <p><b>Yellow</b> - 10a) Side-steps      <b>Yellow</b> - 10b) Gallop      <b>Note:</b> All activities using a lead leg should be repeated using both legs</p> <p><b>Yellow</b> - 2a-e) Seated balance working towards: No hands or feet for 10 seconds</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Extend body and point toes before stepping in Releve and Battement</li> <li>• Extend leg in the air, lead with both legs, use opposite arm to leg action</li> </ul> <p><b>A. Levels, Directions, Pathways and Speeds.</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate forms of travel to match the desired level</li> <li>• Pick sensible forms of travel to attempt in different directions</li> <li>• Imagine they have paint on their feet, what patterns can they create on the floor</li> <li>• Choose appropriate forms of travel to match the speed desired</li> </ul> <ul style="list-style-type: none"> <li>• Lead their partner into safe spaces, using appropriate speeds</li> <li>• Go to the back of the line on command to change</li> <li>• Use quality and control throughout contrasting movements</li> </ul>
<p><b>Skills Activity:</b> <b>Allow the children to have a go at the following popular gymnastics travel movements:</b> <b>Releve:</b> Walk on balls of feet      <b>Battement:</b> Walk tall, lifting legs straight out in front <b>Skip:</b> Step hop      <b>Front Chasse:</b> One leg Gallop and change</p> <p><b>Q. Discuss how travelling can be made to look different?</b> Explore ways of moving using:</p> <ul style="list-style-type: none"> <li>• Different Levels: High, Medium and Low</li> <li>• Different Directions: Forward, Backward and Sideways</li> <li>• Different Pathways/Patterns: Curved, Zig Zag, Spiral, 'L' shape, 'X' shape etc.</li> <li>• Can the children think of different speeds that could be used while travelling? Fast, Medium and Slow</li> </ul> <p><b>In Pairs, have a go at follow the leader.</b> The leader will pick a travel movement, thinking about Level, Direction, Pathway and Speed, 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, Pathway and Speed used? Repeat a couple of times.</p>	<ul style="list-style-type: none"> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already completely perform</li> </ul>
<p><b>Core Activity:</b> Individually, create a sequence containing at least 2 shape and 2 forms of travel, using a pathway explored earlier in session. Concentrate on using different directions and speeds 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>	<p>Encourage children to:</p> <ul style="list-style-type: none"> <li>• Keep back in contact with floor in dish shape, bend knees to make easier</li> <li>• Squeeze tummy muscles in, head neutral in arch shape (looking at floor)</li> <li>• Breathe throughout exercise, do not hold breath!</li> </ul>
<p><b>Cool Down: Dish and Arch Shape (F)</b> <b>Dish</b> - Lying stretched on back feet and shoulders lifted 10cm off floor, hold 10 sec <b>Arch</b> - Lying stretched on front feet and chest lifted 10 cm off floor, hold 10 sec <b>Q. Which muscles can you feel working in each of the above balances?</b></p>	<p><b>Equipment/Resources:</b></p>
<p><b>Evaluation/Post Lesson Notes:</b></p>	

Year Group: 4

Activity: Gymnastics

Lesson No: 4



<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Travel Using Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> travel movements, using levels/directions/pathways/speeds on app</li> <li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, create and perform a sequence in a pathway</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain why their heart rate increases while exercising moderately</li> <li>▪ <b>Evaluating &amp; Improving:</b> watch travel and comment/improve on speeds and quality</li> </ul>	<p><b>Vocabulary:</b> LEVELS, HIGH, MEDIUM, LOW, DIRECTIONS, FORWARDS, BACKWARDS, SIDEWAYS, PATHWAYS, PATTERNS, CURVED, ZIG-ZAG, SPIRAL, SPEEDS, FAST, MEDIUM, SLOW, TENSION, EXTENSION, AMPLITUDE, LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Zoo (F)</b> (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><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p>
<p><b>Fundamentals (F) – Co-ordination (Floor movement patterns), Static balance</b></p> <p><b>Yellow</b> - 10a) Side-steps      <b>Yellow</b> - 10b) Gallop      <b>Note:</b> All activities using a lead leg should be repeated using both legs</p> <p><b>Yellow</b> - 5a) Natural walking along line/beam with minimal wobble</p> <p><b>Yellow</b> - 2a-e) Seated balance working towards: No hands or feet for 10 seconds</p>	<ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Skills Activity:</b></p> <p><b>Recap and Revise popular gymnastics travel movements:</b></p> <p><b>Releve:</b> Walk on balls of feet      <b>Battement:</b> Walk tall, lifting legs straight out in front</p> <p><b>Skip:</b> Step hop      <b>Front Chasse:</b> One leg Gallop and change</p> <p><b>Q. Recap how travelling can be made to look different? Using benches and other available small apparatus.</b></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"> <li>• Different Levels: High, Medium and Low (F)</li> <li>• Different Directions: Forward, Backward and Sideways</li> <li>• Different Pathways/Patterns on floor: Curved, Zig Zag, Spiral, 'L' shape, 'X' shape etc.</li> <li>• Different Speeds: Fast, Medium, Slow</li> </ul> <p><b>In Pairs, have a go at follow the leader using apparatus:</b> The leader will pick a travel movement, thinking about Level, Direction, Pathway and Speed, 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, Pathway and Speed used? Repeat a couple of times.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Extend body and point toes before stepping in Releve and Battement</li> <li>• Extend leg in the air, lead with both legs, use opposite arm to leg action</li> </ul> <p><b>A. Levels, Directions, Pathways and Speeds.</b></p> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules.</li> <li>• Choose appropriate forms of travel to match the desired level</li> <li>• Pick sensible forms of travel to attempt in different directions</li> <li>• Imagine they have paint on their feet, what patterns can they create on floor</li> <li>• Lead their partner into safe spaces, using apparatus only when its free</li> <li>• Go to the back of the line on command "stop and change"</li> <li>• Use quality and control throughout contrasting movements</li> </ul>
<p><b>Core Activity:</b></p> <p>Revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different directions and speeds 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"> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already completely perform</li> </ul>
<p><b>Cool Down: Dish and Arch Shape (F)</b></p> <p><b>Dish</b> - Lying stretched on back feet and shoulders lifted 10cm off floor, hold 10 sec</p> <p><b>Arch</b> - Lying stretched on front feet and chest lifted 10 cm off floor, hold 10 sec</p> <p><b>Q. Which muscles can you feel working in each of the above balances?</b></p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> <li>• Keep back in contact with floor in dish shape, bend knees to make easier</li> <li>• Squeeze tummy muscles in, head neutral in arch shape (looking at floor)</li> <li>• Breathe throughout exercise, do not hold breath!</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>



Year Group: 4

Activity: Gymnastics

Lesson No: 5

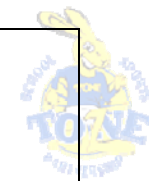
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Balance</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> balances on patches and points, using Symmetry &amp; Asymmetry in pairs</li> <li>▪ <b>Selecting &amp; Applying:</b> 5 contrasting actions, creating and performing a sequence individually</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain that muscles are working hard to hold still positions</li> <li>▪ <b>Evaluating &amp; Improving:</b> provide suggestions/demo on how to make some balances more stable</li> </ul>	<p><b>Vocabulary:</b> BALANCE, STILL, HELD, PATCHES, POINTS, CONCENTRATION, FOCUS, SYMMETRICAL, ASYMMETRICAL, MIRROR, FORMATION, MUSCLES, TIGHT, TENSION, LEVELS, HIGH, MEDIUM, LOW, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Warm Up to Music or Musical Statures</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and 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><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Static balance: One leg/ Floor work (front and back support)</b></p> <p><b>Yellow</b> – 1a) Stand still 10 secs <b>Yellow</b> – 3a) Front support on knees 3b) Point to ceiling with one hand <b>Blue</b> – 2c) V-sit hold for 10 seconds</p>	
<p><b>Skills Activity:</b></p> <p><b>Q. What is a balance?</b> <b>Q. What makes a good balance?</b> <b>Q. How long do you think a balance should be held for?</b></p> <p><b>Recap with the children patches and points of the body?</b></p> <ul style="list-style-type: none"> <li>• Patches: Are large parts of the body: Back, Stomach, Bottom and Shoulders <b>Challenge the children to perform a capital ‘V’ balance on their bottoms</b></li> <li>• Points: Are small parts of the body: Feet, Knees, Hands, Elbows and head <b>Challenge the children to perform a capital ‘T’ balance standing on one foot</b></li> </ul> <p><b>Q. In gymnastics, what does Symmetrical and Asymmetrical mean?</b> Explore Asymmetrical balances on Patches and then Points</p> <p><b>In Pairs explore balances using a matching formation:</b> 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 the balance exactly, along side partner 1. Partner 2 then has a turn. Repeat</p>	<p><b>A. Balance is a held position of stillness.</b> <b>A. Focus and concentration, minimal wobble, good body tension/extension</b> <b>A. 3-5 seconds</b></p> <p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Make imaginative shapes while balancing on larger body parts</li> <li>• Keep quality in balance by extending legs, fingers and toes</li> <li>• Use combinations of hands, feet, elbows and knees to create balances</li> <li>• Attempt to keep a straight line from fingers to foot</li> </ul> <p><b>A. Symmetrical: The same on left and right sides of the body</b> <b>Asymmetrical: Differences on the right and left hand side of the body</b></p> <ul style="list-style-type: none"> <li>• Adapt balances if needed to accommodate varying abilities</li> <li>• Challenge themselves by trying trickier balances</li> </ul>
<p><b>Core Activity:</b> Individually, create a sequence containing at least 2 shapes (could be used as start and end position), 2 forms of travel and 2 balances explored earlier in the lesson. Concentrate on using different levels, directions, speeds 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"> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already completely perform</li> <li>• Give positive feedback on sequences and suggestions on improvement</li> </ul>
<p><b>Cool Down: Frog Balance</b></p> <ul style="list-style-type: none"> <li>• Ask the children to crouch down with knees apart and bent up near their shoulders</li> <li>• Have hands slightly wider than shoulder width and flat on the floor</li> <li>• Lean forward, bending elbows out to the side to create a base to rest knees upon</li> <li>• Attempt to hold the perch position for 3-5 seconds</li> </ul>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Take it in turns, using mat space in case of falling</li> <li>• Control the balance, by using finger and palm pressure</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p>

Year Group: 4

Activity: Gymnastics

Lesson No: 6

<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Dynamic Balance Using Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> more complex travelling balances using apparatus and walking styles</li> <li>▪ <b>Selecting &amp; Applying:</b> create and perform a sequence on apparatus, using 5 contrasting actions</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain that muscles are working hard to hold still positions</li> <li>▪ <b>Evaluating &amp; Improving:</b> provide suggestions/demo on how to make some balances more stable</li> </ul>	<p><b>Vocabulary:</b>          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><b>Warm Up: Warm Up to Music or Musical Statures</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.          Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and 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><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p>
<p><b>Fundamentals (F) – Dynamic balance: Along line and low beam</b></p> <p><b>Yellow</b> – 5a) Natural walking with fluidity and minimum wobble, along line and low beam</p> <p><b>Green</b> – 5a) Walking along line and beam lifting knees up in front                      b) lifting heels up behind</p> <p><b>Pink</b> – 5a) Side step along line/bench                      d) Grape vine step</p> <p><b>Blue</b> – 5c) Lunge walking along line/beam</p>	<ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Skills Activity:</b></p> <p><b>Travelling/Dynamic Balance</b></p> <p>Using a selection of benches, balance beams and ropes, ask the children to explore travelling/dynamic balance</p> <p><b>In small groups, allow children enough time to explore their piece of apparatus before rotating them round to explore a different piece.</b></p> <p>Explore different ways of balancing using lines, ropes, benches and/or beams:</p> <ul style="list-style-type: none"> <li>• Walk forwards, sideways and backwards on flat feet and tip-toes</li> <li>• Walk forwards: Lifting knees up and flicking heels to bottom up behind</li> <li>• Walk forwards: Lifting legs up straight out in front of body</li> </ul> <p><b>Can the children come up with other challenging ways of moving along the bench/beam?</b></p> <p><b>Recap with the children patches and points of the body?</b></p> <ul style="list-style-type: none"> <li>• Patches – Are large parts of the body: Back, Stomach, Bottom and Shoulders</li> <li>• Points – Are small parts of the body: Feet, Knees, Hands, Elbows and head.</li> </ul> <p><b>In Pairs explore Asymmetrical balances on large Patches and on small Points, using the apparatus.</b></p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules</li> <li>• Allow sufficient space on apparatus for their work</li> <li>• Be aware and considerate of others using apparatus</li> <li>• Get their balance while stationary before attempting to move</li> <li>• Use their arms out to the side to help them balance</li> <li>• Use their toes to feel for the rope/beam before stepping backwards</li> </ul>
<p><b>Core Activity:</b></p> <p>Revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels, directions, speeds and pathways to improve the variety and flow of the sequence.</p> <p>Allow children time to remember, repeat and practise their sequence before performing.</p>	<ul style="list-style-type: none"> <li>• Walk with minimal wobble, good quality and extension, focus ahead</li> <li>• Watch closely to identify the directions used and comment on good quality</li> <li>• Give positive feedback to the performers</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: Bench Perch</b></p> <p>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><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Keep arms straight</li> <li>• Attempt to hold for 5 seconds</li> <li>• Circle wrists after each attempt, as they are holding their whole body weight</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></p> <p>Ropes          Benches          Beams</p>



<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Rolling</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> gymnastics rolls: Tuck rock/roll and forward roll, Egg roll extension</li> <li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, creating and performing a sequence in pairs</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain why rolling activities increase their heart rate</li> <li>▪ <b>Evaluating &amp; Improving:</b> identify how to make rolling smooth and how to transfer weight</li> </ul>	<p><b>Vocabulary:</b>                  ROLL, ROCK, LOG ROLL, EGG ROLL, FORWARD ROLL, CURL, SMOOTH, ROUND, MOMENTUM, FORWARD, BACKWARD, SIDEWAYS, ASSISTANCE MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Traffic Lights</b>                  Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)                  Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination: Static Balance – Floor Work</b>                  Pink 3b) – Move from front support to back support with fluency</p>	<p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Skills Activity:</b>                  Revise and improve quality of rolls:  <u>Rock and roll</u> to stand, with/without partner assistance.                  Roll to shoulder stand, returning to feet</p> <ul style="list-style-type: none"> <li>• From standing, lower to crouch position, roll to shoulder stand (with and without arm support) return to crouch and then stand.</li> </ul> <p><b>Extension: Forward roll</b></p> <ul style="list-style-type: none"> <li>• From crouch, roll to sit in tuck.</li> <li>• Make sure hands are flat on floor, head is tucked under, weight taken on hands and shoulders, not head and neck</li> <li>• Lift hips up to create momentum, round back to roll smoothly</li> </ul> <p><u>Egg roll</u> - Tuck sideways roll from kneeling, back to kneeling</p> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Perform egg roll as normal, while rolling across back, explore different shapes in the middle of the roll</li> <li>• Begin slowly to ensure quality, before speeding the roll up.</li> </ul> <p><b>In pairs, explore different balanced starting and finishing positions to the rolls explored during this lesson, positions could include:</b> standing shapes and balances, seated tuck, pike, or straddle. Various kneeling positions. Lying shapes etc. Allow enough time to explore and practise.</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Round their back, making it smooth to roll on, pull on knees to sit</li> <li>• Work sensibly together, hold hands out to encourage partner to reach forward</li> <li>• Ensure enough space to safely roll, take turns if space is limited</li> <li>• Work within their own limits, only advancing when competent and confident</li> <li>• Work at their own level, if not competent or confident stay at previous level</li> <li>• Perform roll with quality and control</li> <li>• Begin slowly, performing shapes with good quality before adding speed</li> <li>• Ensure enough space to safely roll, take turns if space is limited</li> </ul>
<p><b>Core Activity:</b>                  In pairs, select a roll to perform together to the rest of the class, mutually decide on a different balanced start and finish position. Perform facing each other in a mirror formation working on synchronisation and timing of the roll.</p>	<ul style="list-style-type: none"> <li>• Choose a roll that both can competently and confidently perform</li> <li>• Share matting with another group to enable space to practise</li> <li>• Discuss how they can work on timing and synchronisation</li> </ul>
<p><b>Cool Down: Front support turn over (F)</b>                  Recap front and back support positions before introducing the cool down.                  From front support, lift an arm up to point at the ceiling and without losing body tension transfer into back support position. Hold position for 3 before continuing rotation back into front support position.</p>	<ul style="list-style-type: none"> <li>• Recap front and back support position</li> <li>• Hands must remain flat on the floor, with shoulders directly above hands</li> <li>• Control body tension throughout by squeezing muscles</li> <li>• Transfer from position to position under control</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>                  Mats                  Tops Gymnastics cards..."Rock and roll"</p>



<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Rolling</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> gymnastics rolls: Tuck rock/roll to stand, Egg roll exploring shapes</li> <li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, creating and performing a sequence in pairs</li> <li>▪ <b>Knowledge &amp; Understanding:</b> explain why activities like rolling make people feel good</li> <li>▪ <b>Evaluating &amp; Improving:</b> describe the similarities and differences between gymnastic rolls</li> </ul>	<p><b>Vocabulary:</b>          ROLL, ROCK, EGG ROLL, FORWARD ROLL, TEDDY BEAR ROLL, CURL, SMOOTH, ROUND, MOMENTUM, FORWARD, BACKWARD, SIDEWAYS, ASSISTANCE          MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Traffic Lights</b>          Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.          Rotate head from left to right (not upward)          Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec          Back arch (lying on front, push up on hands)          Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination: Static Balance – Floor Work</b>  <b>Pink 3b) – Move from front support to back support with fluency</b></p>	<p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Skills Activity:</b>  <b>Recap and consolidate rolls from last week:</b></p> <ul style="list-style-type: none"> <li>• Tuck Rock and Roll to stand with/without partner, to and from shoulder stand, and forward roll.</li> <li>• Egg Roll exploring different shapes</li> </ul> <p>Revise and improve quality of rolls:  <b>Teddy Bear Roll Prep</b> – Lie on back in Straddle, rock from side to side, attempt to pull to sit.  <b>Extension: Full Teddy Bear Roll</b></p> <ul style="list-style-type: none"> <li>• Begin in seated straddle position, roll onto one side, back, other side and return to seated position</li> <li>• Perform slowly to begin with, concentrating on good quality, then perform at normal speed.</li> </ul> <p><b>Use successful children or volunteers to demonstrate good examples/attempts.</b></p>	<ul style="list-style-type: none"> <li>• <b>Revise teaching points from lesson 7</b></li> </ul> <p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Ensure enough space to safely roll, take turns if space is limited</li> <li>• Extend and stretch legs and feet, to improve quality of roll</li> <li>• To hold onto ankles if flexibility allows, if not reach towards them instead</li> </ul>
<p><b>Core Activity:</b>          In pairs, select a roll to perform together to the rest of the class, mutually decide on a different balanced start and finish position. Add form of travel into the sequence before the balance into roll and add finishing shape onto the end. Perform using either a mirror or matching formation working on synchronisation and timing throughout.</p>	<ul style="list-style-type: none"> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Choose a roll that both can competently and confidently perform</li> <li>• Share matting with another group to enable space to practise</li> <li>• Discuss how they can work on timing and synchronisation</li> <li>• Improve their own performance by watching good examples by others</li> </ul>
<p><b>Cool Down: Front support turn over (F)</b>          Recap front and back support positions before introducing the cool down.          From front support, lift an arm up to point at the ceiling and without losing body tension transfer into back support position. Hold position for 3 before continuing rotation back into front support position.</p>	<ul style="list-style-type: none"> <li>• Recap front and back support position</li> <li>• Hands must remain flat on the floor, with shoulders directly above hands</li> <li>• Control body tension throughout by squeezing muscles</li> <li>• Transfer from position to position under control</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>          Mats          Tops Gymnastics cards..."Rock and roll"</p>

Year Group: 4

Activity: Gymnastics

Lesson No: 9



<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Jumping</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> jumping, leaping and landing techniques, 5 jump classifications</li> <li>▪ <b>Selecting &amp; Applying:</b> 5 contrasting actions, create and perform a basic sequence in pairs</li> <li>▪ <b>Knowledge &amp; Understanding:</b> demonstrate and explain safe jumping and landing technique</li> <li>▪ <b>Evaluating &amp; Improving:</b> make judgments about quality of jumps, elevation, style and control</li> </ul>	<p><b>Vocabulary:</b>          JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN, CHASSE, CAT LEAP, SCISSOR LEAP, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Numbers</b>          Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                    Rotate head from left to right (not upward)          Stretches - Standing pike fold and seated straddle fold                    Hold each for 5 sec                    Back arch (lying on front, push up on hands)                    Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs</b>  <b>Green</b> – 6b) 2 to 1 on a line with freeze  <b>Red</b> – 7a) 2 to 2 180 degree turn            7b) Tucked jump  <b>Pink</b> – 6a) 2-2 180 degrees on beam  <b>Green</b> – 1b) Mini-squat x 5            <b>Red</b> – 1b) 90 degree squat with eyes closed x 5</p>	
<p><b>Skills Activity:</b>          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><b>Discuss Jump Classification? (How many feet you take off and land on), Can they think of all 5?</b>  <b>2 feet – 2 feet      2 feet – 1 foot      1 foot – 2 feet      1 foot – same foot      1 foot – other foot</b></p> <p><b>Explore Jumps from 2 feet – 2 feet (2-2):</b></p> <ul style="list-style-type: none"> <li>• What shapes can you do in the air: Straight, tuck and star, some may attempt straddle and pike</li> <li>• With Partner, practise assisted jumps supporting at the waist, attempt shapes</li> <li>• Using rotation 180 and 360 degree Jumps</li> </ul> <p><b>Begin to look at jumps from 1 foot to the other foot (1-1):</b></p> <ul style="list-style-type: none"> <li>• What different entrances can you use into these jumps/leaps? Run, skip, Gallop (chasse) etc.</li> <li>• Can you pass through a tuck shape in the air?                    <b>Gymnastic Name:</b> Cat Leap</li> <li>• Can you pass through a pike shape in the air?                    <b>Gymnastic Name:</b> Scissor Leap</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take off</b> – Full/driving arm swing, strong bend and thrust through legs</li> <li>• <b>Flight</b> – Tension in flight, showing shape clearly with precision and control</li> <li>• <b>Landing</b> – Absorb impact through legs, held and controlled landing position</li> </ul> <p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate if they come up with a correct answer</li> <li>• Bend at hips and knees with arms forward on landing to show control</li> <li>• Perform shapes clearly in the air, concentrating on extension</li> <li>• Safely provide support for their partner, allowing them extra height</li> <li>• Jump upright in flight before performing ½ turn, keep body upright</li> <li>• Use a double gallop entrance into leaps, know in gymnastics as a ‘chasse’</li> <li>• Lift one knee into the air on take off and changing legs before landing</li> <li>• Lift one leg up straight into the air, changing legs before landing</li> </ul>
<p><b>Core Activity:</b>          In pairs, create a sequence containing at least 2 shapes (could be used as start/end position), 1 form of travel, a balance and 2 jumps explored earlier in the lesson. Perform together facing each other in a mirror formation, start apart and move together.          Allow children time to remember, repeat and practise their sequence before performing.</p>	<ul style="list-style-type: none"> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already competently perform</li> </ul>
<p><b>Cool Down: Single leg dips</b>          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.  <b>Extension:</b> Repeat above task with eyes closed</p>	<ul style="list-style-type: none"> <li>• Push hips out behind when squatting, rather than letting knee go over toe</li> <li>• Perform with control and precision, focusing ahead to assist balance</li> <li>• Focus on body position and tension when attempting with eyes closed</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>          Mats          Tops Gymnastics cards..."Jumping jacks"</p>

<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Jumping using Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> jumping, leaping and landing techniques, 5 jump classifications</li> <li>▪ <b>Selecting &amp; Applying:</b> 5 contrasting actions, create and perform a basic sequence in pairs</li> <li>▪ <b>Knowledge &amp; Understanding:</b> demonstrate and explain safe jumping and landing technique</li> <li>▪ <b>Evaluating &amp; Improving:</b> make judgments about quality of jumps, elevation, style and control</li> </ul>	<p><b>Vocabulary:</b> JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN, CHASSE, CAT LEAP, SCISSOR LEAP, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p><b>Warm Up: Numbers</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p>
<p><b>Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs</b></p> <p><b>Green</b> – 6b) 2 to 1 on a line with freeze</p> <p><b>Red</b> – 7a) 2 to 2 180 degree turn 7b) Tucked jump</p> <p><b>Pink</b> – 6a) 2-2 180 degrees on beam</p> <p><b>Green</b> – 1b) Mini-squat x 5 <b>Red</b> – 1b) 90 degree squat with eyes closed x 5</p>	<ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Skills Activity:</b></p> <p><b>Recap the 3 stages of jumping and what Makes a good jump?</b></p> <p><b>Recap the 5 Jump Classifications? Who can remember them all?</b> 2 feet – 2 feet    2 feet – 1 foot    1 foot – 2 feet    1 foot – same foot    1 foot – other foot</p> <p><b>Revise and consolidate jumps from last week:</b></p> <ul style="list-style-type: none"> <li>• Shape Jumps: Straight, tuck and Star. More able may also do Straddle and Pike</li> <li>• Partner assisted shape Jumps: Including Straddle and Pike</li> <li>• Rotation: 180 and 360 degrees</li> <li>• 1 foot – 1 foot: Cat Leap and Scissor Leap</li> </ul> <p><b>Using benches and other available small apparatus, no higher than the children's average hip height, ask the children to explore Jumps:</b></p> <ul style="list-style-type: none"> <li>• Using Shapes on and off the apparatus</li> <li>• Using Rotation on and off the apparatus</li> <li>• Using Leaps along or over the apparatus</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take off</b> – Full/driving arm swing, strong bend and thrust through legs</li> <li>• <b>Flight</b> – Tension in flight, showing shape clearly with precision and control</li> <li>• <b>Landing</b> – Absorb impact through legs, held and controlled landing position</li> </ul> <p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Bend at hips and knees with arms forward on landing to show control</li> <li>• Perform shapes clearly in the air, concentrating on extension</li> <li>• Safely provide support for their partner, allowing them extra height</li> <li>• Jump upright in flight before performing ½ and full turn, keep body upright</li> <li>• Use chasse entrance into cat leaps, changing legs in the air</li> </ul> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules</li> <li>• Work within their own capabilities, judge heights and distances required</li> <li>• Attempt shapes clearly, concentrating on safe and secure landings</li> <li>• Have control on the floor, before attempting rotations from apparatus</li> <li>• Concentrate on quality, begin small and improve as confidence increases</li> </ul>
<p><b>Core Activity:</b></p> <p>In pairs, revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels, directions, speeds and pathways to improve the variety and flow of the sequence. Perform together facing each other in a mirror formation, start apart and move together. Allow children time to remember, repeat and practise their sequence before performing.</p>	<ul style="list-style-type: none"> <li>• Use different jump combinations and shapes, show control and extension</li> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already competently perform</li> </ul>
<p><b>Cool Down: Single leg dips</b></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> <p><b>Extension:</b> Repeat above task with eyes closed</p>	<ul style="list-style-type: none"> <li>• Push hips out behind when squatting, rather than letting knee go over toe</li> <li>• Perform with control and precision, focusing ahead to assist balance</li> <li>• Focus on body position and tension when attempting with eyes closed</li> </ul>
<p><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b></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><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Large Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> using the apparatus for a wide range of gymnastics actions</li> <li>▪ <b>Selecting &amp; Applying:</b> 4 contrasting actions, create &amp; perform a sequence in pairs, on apparatus</li> <li>▪ <b>Knowledge &amp; Understanding:</b> describe how intense a sequence on large app. feels to perform</li> <li>▪ <b>Evaluating &amp; Improving:</b> use correct vocabulary to name and describe what you see</li> </ul>	<p><b>Vocabulary:</b> 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><b>Warm Up: Choice of Warm Up</b></p> <p>Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward)</p> <p>Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul> <p><b>Apparatus Safety:</b></p> <ul style="list-style-type: none"> <li>• Put the apparatus out in accordance with your School Policy.</li> <li>• Allow sufficient individual space, when working with others on apparatus.</li> <li>• Do not climb over the top or jump from a fixed frame, or from over hip height.</li> <li>• Use Mats to show landing areas from apparatus, upside down and rolling work</li> </ul>
<p><b>Fundamentals</b></p> <p>Dependant on warm up and cool down –Use appropriate Fundamentals where possible</p>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Help layout apparatus, abiding by the <b>Apparatus Safety</b> rules (Training up a few children to be apparatus monitors, maybe easier to set up large apparatus in advance, allowing all children to help place mats where you and they think appropriate)</li> <li>• Keep three point contact, no climbing over fixed frames and no jumping off</li> <li>• Remember to use different; directions, speeds, levels and pathways</li> <li>• Hold balances still, using different body parts, showing control and extension</li> <li>• Keep body tension and focus throughout to prevent wobbling.</li> <li>• Use different take off combinations, tension while in flight and control landings</li> <li>• Roll in different shapes with control, showing different start and end positions</li> </ul>
<p><b>Skills Activity:</b> <b>Set out as much large apparatus as is available, ensuring enough space between stations.</b> Use mats to designate landing area, for assisting resilience when landing from low apparatus, or for denoting areas to practise travelling upside down on low equipment and rolling.</p> <p><b>Aim to set up between 4-6 stations, allowing the children to explore a mixture of:</b></p> <p><b>Climbing/hanging</b> - Fixed frames, A-frame and bar attachment <b>Travelling</b> - Benches, mats and floor space <b>Still Balance</b> - Nesting tables, gymnastic platforms, benches <b>Dynamic Balance</b> - Balance beams, up turned benches, A-frame with beam attachment <b>Jumping</b> - Low Nesting tables, gymnastic platforms or benches <b>Rolling</b> - Mats, Springboard to roll down, foam wedges</p> <p>Divide the children evenly into groups, depending on how many stations you have available. Allow up to 5 minutes per station for the children to explore gymnastics actions:</p> <p><b>Shapes      Travel      Balance      Rolls      Jumps      Climbing      Hanging</b></p>	<ul style="list-style-type: none"> <li>• Use their apparatus appropriately linking gymnastics actions together where possible</li> <li>• Use floor and apparatus to add depth to their sequence</li> <li>• Use different levels, bases of support and imaginative links, to improve the variety and flow of the sequence.</li> <li>• Use sufficient space for their work, being aware of others working near</li> <li>• Use only those skills in sequence which they can already competently perform</li> </ul>
<p><b>Core Activity:</b> 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><b>Cool Down:</b> 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><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b> Fixed Frames, 'A' Frame with bar and beam attachments Nesting tables and gymnastics platforms Benches and balance beams Springboard or slope to roll down, Mats Tops Gymnastics cards...'Feet off the ground'</p>

<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Focus of Lesson: Rhythmic Apparatus</b></li> <li>▪ <b>Acquiring &amp; Developing:</b> co-ordination and control using different hand apparatus</li> <li>▪ <b>Selecting &amp; Applying:</b> link basic movement actions to movements of the apparatus</li> <li>▪ <b>Knowledge &amp; Understanding:</b> describe where &amp; when they can take part in hand app. activities</li> <li>▪ <b>Evaluating &amp; Improving:</b> describe similarities and differences in actions, using different apparatus</li> </ul>	<p><b>Vocabulary:</b>                  RIBBON, SPIRAL, STREAM, SWING, PATTERNS                  OVERHEAD, CLOCKWISE, ANTI-CLOCKWISE                  BALL, BOUNCE, THROW, RELEASE, CATCH, RETURN,                  HOOP, SPIN, ROLL, RETRIEVE, CONTROL,                  ROPE, SNAKE, SKIPPING, RHYTHM, CO-ORDINATION,</p>
<p><b>Warm Up: Choice of Warm Up</b>                  Mobility - Circle wrists, shoulders, arms, hips, knees and ankles.                  Rotate head from left to right (not upward)                  Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec                  Back arch (lying on front, push up on hands)                  Back hollow (kneeling in tuck shape, arms stretched out on floor)</p>	<p><b>Teaching points/Class Management/Differentiation (STEP):</b></p> <ul style="list-style-type: none"> <li>• Begin gradually, increasing intensity throughout warm up</li> <li>• Controlled movement of limbs</li> <li>• Hold stretches at full range of movement</li> <li>• Do not force or bounce</li> </ul>
<p><b>Fundamentals (F) – Co-ordination (Ball Skills)</b>  <b>Green – 9a)</b> Roll ball up, down and around body standing or seated 1 hand  <b>Red – 9a)</b> Take ball around one leg x16 9b) Take ball around back x20  <b>Red - 9c)</b> Take ball around alternating legs x16</p>	
<p><b>Skills Activity:</b>  <b>Using available rhythmic gymnastics hand apparatus: Ribbons, Balls, Hoops and ropes</b>  <b>Divide the class into 4 groups and allow time to explore each piece of hand apparatus.</b></p> <p><b>Ribbons:</b></p> <ul style="list-style-type: none"> <li>• Spiral the ribbon, keeping arm below shoulder, facing down in front</li> <li>• Vertical streaming moving forwards and backwards</li> <li>• Explore what other patterns you can make using the ribbons</li> </ul> <p><b>Balls:</b></p> <ul style="list-style-type: none"> <li>• Bouncing and catching ball with 2 hands, repetitive bouncing using 1 hand at a time, swap hands</li> <li>• Throw and catch ball with 2 hands, and one hand by cupping the ball and using a straight arm</li> <li>• Explore performing different shapes and balances while handling the ball</li> </ul> <p><b>Hoops:</b></p> <ul style="list-style-type: none"> <li>• Spin the hoop on different body parts; waist, arm, leg etc.</li> <li>• Spin the hoop on floor, catch before it falls. Roll/throw hoop to a partner and catch, repeat</li> <li>• What other skills or tricks can you perform with the hoop?</li> </ul> <p><b>Ropes:</b></p> <ul style="list-style-type: none"> <li>• Skipping forwards on the spot using a rope</li> <li>• Skipping backwards on the spot using a rope</li> <li>• What other skills or tricks can you perform with the rope?</li> </ul>	<p><b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Be aware of others</li> <li>• Avoid windows and doors when throwing</li> <li>• Throw/roll into space and be aware of others when following apparatus</li> <li>• Hold the end of the ribbon stick, using wrist to create spiral</li> <li>• Move into spaces, being aware of others</li> <li>• Use large swinging movements of the arm to create a big effect</li> <li>• Bounce the ball by pushing it towards the floor rather than 'pat' it</li> <li>• Use a bend at the knees to assist throw, beginning with a small throw</li> <li>• Make still balances while continuing to bounce/throw the ball</li> <li>• Co-ordinate movements of the body in time with the rotations of the hoop</li> <li>• Use thumb and fore finger around the hoop to initiate a floor hoop spin</li> <li>• Explore apparatus, can they skip with the hoop etc.</li> <li>• Initiate turns from the wrist while skipping, keeping body upright</li> <li>• Work on timing and co-ordination while jumping the rope</li> <li>• Explore apparatus, figure 8 pattern either side of body with rope folded in half</li> </ul>
<p><b>Core Activity:</b>                  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 &amp; repeat</p>	<ul style="list-style-type: none"> <li>• Compose a sequence that includes actions and linking movements</li> <li>• Show quality, control and extension throughout</li> <li>• Keep control of the apparatus throughout sequence</li> </ul>
<p><b>Cool Down:</b>                  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><b>Evaluation/Post Lesson Notes:</b></p>	<p><b>Equipment/Resources:</b>                  Ribbons, Balls, Hoops and Ropes                  Tops Gymnastics cards..."Hand Apparatus 1 and 2"</p>