

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: 6

Activity: Gymnastics

Lesson No: 1

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Shapes ▪ Acquiring & Developing: All gymnastic shapes, including partner assisted shapes ▪ Selecting & Applying: 6 contrasting actions, create and perform sequence in pairs ▪ Knowledge & Understanding: identify which joints are moving when changing shapes ▪ Evaluating & Improving: watch shapes and comment/improve on levels and quality 	<p>Vocabulary: STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, BASE OF SUPPORT, TENSION, EXTENSION, ASSISTED, COMPLEX, CONTRASTING LINK, SEQUENCE, MATCHING, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Washing machine (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>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 Blue – 2c) V-sit – 10 seconds</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, Star, Straddle and Pike (F) shapes (teacher to allocate to save time) on different body parts:</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 Straight and Pike, Star and Straddle shape? • In pairs, explore as many different ways of making either: Straddle or Pike (teacher to allocate), assisting/linking with partner to increase complexity. Example: Wheel barrow position in Straddle shape or Pike V-sit with feet touching in middle etc. <p>Feed ideas back to group and analyse base of support and subsequent difficulty of shapes.</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 • Pike/Straddle have a 90 degree bend in the middle, hands are near to toes • Work in appropriate pairs, when attempt to support part body weight • Come up with imaginative, yet safe ways of working together <ul style="list-style-type: none"> • Use appropriate vocabulary, comment on levels, base of support, complexity <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. Use compositional ideas, example: Matching</p>
<p>Core Activity: In pairs, create a sequence containing at least 6 shapes, using individual and partner assisted/linked shapes. Concentrate on using different levels and base of support in shapes. Perform with partner, using a Matching formation (side by side) 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: “Metronome” In groups of 3, start standing close together in a line. Two supporters rock the person in the middle back and forward. Restrict distance the person moves to a short distance. Maximum distance of movement to be between 11 and 1 on the clock face.</p>	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Work safely and sensibly together • Maintain body tension, with arms held by their sides • Do not move beyond the range indicated
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>

Year Group: 6

Activity: Gymnastics

Lesson No: 2

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Shapes Using Apparatus ▪ Acquiring & Developing: All gymnastic shapes, including partner assisted shapes and apparatus ▪ Selecting & Applying: 6 contrasting actions, create and perform matching sequence in pairs ▪ Knowledge & Understanding: identify which joints are moving when changing shapes ▪ Evaluating & Improving: watch sequence and comment/improve on compositional aspects 	<p>Vocabulary: STRAIGHT, TUCK, STAR, PIKE, STRADDLE, LEVELS, HIGH, MEDIUM, LOW, BASE OF SUPPORT, TENSION, EXTENSION, ASSISTED, INVERTED, COMPLEX, CONTRASTING, LINK, SEQUENCE, ROUTINE, REPEAT, TRANSITION, FLOW, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Washing machine (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 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) – Static Balance (Floor Work) Red – 3a) Full front support and basic back support</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: 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, Straddle and Pike shapes on different body parts, ask for volunteers to demonstrate shapes clearly. • Can the children remember the difference between the straight and pike, star and straddle? <p>Making Straddle and Pike shapes on apparatus: Using benches and other available small apparatus: Ask the children to explore different ways of making Straddle and Pike shapes on the 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 and part body weight on apparatus? • Can they increase complexity and perform shapes inverted, with hips higher than head? <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"> • Pike/Straddle have 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 Patches (bottom, back, shoulders and tummy) on floor, feet raised • Use Points (hands, elbows and head) on floor, feet raised • Appreciate and comment on good work using correct vocabulary • Comment on levels, base of support, complexity of shapes etc.
<p>Core Activity: Revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels and base of support in shapes. Perform with partner, using a Matching formation. 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: 6

Activity: Gymnastics

Lesson No: 3

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Travel ▪ Acquiring & Developing: travel movements, using levels/directions/pathways/speed, mirroring ▪ Selecting & Applying: 6 contrasting actions, create and perform sequence in pairs ▪ Knowledge & Understanding: demo good posture and control while exercising moderately ▪ Evaluating & Improving: watch travel and comment/improve on speeds and quality 	<p>Vocabulary: 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, FLOW, TRANSITION, MATCH, MIRROR, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Follow the Leader (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 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 (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 - 10c) Hop Yellow - 10d) Skip</p> <p>Yellow - 2a-e) Seated balance working towards: No hands or feet for 10 seconds</p>	
<p>Skills Activity:</p> <p>Q. What compositional ideas can we use to perform as a pair or group? In pairs, allow the children to have a go at the following gymnastics movements, matching partner :</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. Discuss how travelling can 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 • Different Pathways/Patterns: Curved, Zig Zag, Spiral, 'L' shape, 'X' shape etc. • Different speeds: Fast, Medium and Slow <p>In small groups of 4, have another go at follow the leader: The leader will pick a travel movement, thinking about Level, Direction, Pathway and Speed, group are 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>Encourage children to:</p> <p>A. Matching (explored in lesson 1 & 2)</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 • Choose appropriate forms of travel to match the speed desired <ul style="list-style-type: none"> • Lead their group 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: In small groups of 3 or 4, create a sequence containing at least 6 gymnastics skills/actions that have been explored so far (Shapes and Travel). Use different levels, directions, pathways and speeds while travelling. Perform with group, using a Mirror Formation. 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: Dish and Arch Shape roll over (F)</p> <p>Dish - Lying stretched on back feet and shoulders lifted 10cm off floor, hold 3 sec Roll with control over into arch position, without letting hands and feet touch floor</p> <p>Arch - Lying stretched on front feet and chest lifted 10 cm off floor, hold 3 sec</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: 6

Activity: Gymnastics

Lesson No: 4

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Travel ▪ Acquiring & Developing: travel movements, using levels/directions/pathways/speed, mirroring ▪ Selecting & Applying: 6 contrasting actions, create and perform sequence in pairs, mirror ▪ Knowledge & Understanding: demo good posture and control while exercising moderately ▪ Evaluating & Improving: watch sequence and comment/improve on compositional aspects 	<p>Vocabulary: 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, FLOW TRANSITION, MATCH, MIRROR, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Follow the Leader (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 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) – 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 – 10c) Hop Yellow – 10d) Skip</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>Q. What compositional ideas can we use to perform as a pair or group?</p> <p>Recap and Revise gymnastics travel movements, perform with partner in Mirror Formation:</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?</p> <p>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. • Different Speeds: Fast, Medium, Slow <p>In small groups of 4, have another go at follow the leader using apparatus: The leader will pick a travel movement, thinking about Level, Direction, Pathway and Speed, group are 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</p>	<p>Encourage children to:</p> <p>A. Matching (explored in lesson 1 & 2) and Mirroring</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. Level, Direction, Pathway and Speed</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. Use different levels, directions, pathways and speeds while travelling, using imaginative links Perform with group, using Mirror formation. 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: Dish and Arch Shape Roll over (F)</p> <p>Dish - Lying stretched on back feet and shoulders lifted 10cm off floor, hold 3 sec Roll with control over into arch position, without letting hands and feet touch floor</p> <p>Arch - Lying stretched on front feet and chest lifted 10 cm off floor, hold 3 sec</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: 6

Activity: Gymnastics

Lesson No: 5

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Balance ▪ Acquiring & Developing: balances in groups, using counter balance and tension techniques ▪ Selecting & Applying: at least 6 contrasting actions, create and perform a sequence in groups ▪ Knowledge & Understanding: identify which joints are moving as they change balances ▪ Evaluating & Improving: understand poor flexibility & strength limit range and control in balances 	<p>Vocabulary: BALANCE, STILL, HELD, PATCHES, POINTS, CONCENTRATION, FOCUS, SYMMETRICAL, ASYMMETRICAL, COUNTER BALANCE, COUNTER TENSION, DYNAMIC BALANCE, LEVELS, FORMATION, COMPOSITIONAL IDEAS, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Warm Up to Music or Musical Statues</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) – Counter Balance in pairs</p> <p>Green – 7a) Stand and lean back using two hands (hold wrists) long base for feet</p> <p>Red – 7a) Two hands with feet together base. Toes next to partners</p> <p>Red – 7b) As above with one hand</p>	
<p>Skills Activity:</p> <p>Q. What is a balance? Does anyone know what counter balance or counter tension are?</p> <p>Discuss with the children:</p> <p>Counter Balance: Counter Balance involves a wide base of support and parts pushing against each other, which would be impossible to hold if your partner moved away.</p> <p>Counter Tension: Counter Tension involves a narrow base of support and parts pulling away from each other, which would be impossible to hold if your partner moved away.</p> <p>In small groups of 3 or 4, explore the concepts: Counter Tension and Counter Balance</p> <ul style="list-style-type: none"> • Can you do them on different body parts: knees, bottoms, shoulders etc? • Can you do them facing different directions: sideways, back to back etc? • Can you link different body parts: feet, shoulders, bottoms etc. 	<p>A. Balance is a held position of stillness.</p> <p>Encourage the children to:</p> <ul style="list-style-type: none"> • Work together sensibly, ensuring their partners safety at all times • Explore counter balances using different bases of support, levels & directions • Communicate with their partner, to ensure safe entry and exit from balances • Explore counter tension using different bases of support, levels & directions • Work together sensibly, ensuring their partners safety at all times • Communicate with their partner, to ensure safe entry and exit from balances • Hold the balances for 3-5 secs, using extension & tension to improve quality
<p>Core Activity:</p> <p>In small groups of 3 or 4, create a sequence containing at least 6 gymnastics skills/actions, which have been explored so far (Shapes, Travel and Balance). Concentrate on using different levels, directions, pathways and speeds throughout the sequence, using imaginative links, 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"> • Work on compositional ideas and partner formations; mirror/matching etc • 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: Headstands</p> <p>Work on appropriate stages towards headstand: (teacher permission needed to move on)</p> <ul style="list-style-type: none"> • Hands and head in triangle formation, walk feet in until hips are above head, back must be straight • Triangle formation, walk feet in, lift 1 leg to stomach in a tuck shape, hold briefly, repeat on both legs • With partner supporting hips, repeat above stages, if competent take both feet on floor into tuck shape 	<p>Teacher must risk assess: Adequate equipment? Body preparation? Etc.</p> <ul style="list-style-type: none"> • Practise sitting in a tuck shape, with a straight back and strong neck • Draw triangle on floor to help set up correct hand/head positioning • Control and confidence must be shown with weight supported on hands • Support/assist partner by hips, do not lift partner. Hold for 3-5 sec only.
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p>

STEP Space, Task, Equipment, People

Year Group: 6

Activity: Gymnastics

Lesson No: 6

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Balance ▪ Acquiring & Developing: balances in groups, on apparatus, using counter balance & tension ▪ Selecting & Applying: at least 6 contrasting actions, adapt sequence to accommodate apparatus ▪ Knowledge & Understanding: identify which joints are moving as they change balances ▪ Evaluating & Improving: understand poor flexibility & strength limit range and control in balances 	<p>Vocabulary: BALANCE, STILL, HELD, PATCHES, POINTS, CONCENTRATION, FOCUS, SYMMETRICAL, ASYMMETRICAL, COUNTER BALANCE, COUNTER TENSION, DYNAMIC BALANCE, LEVELS, FORMATION, COMPOSITIONAL IDEAS, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: Warm Up to Music or Musical Statures</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 (F) – Counter Balance in pairs</p> <p>Green – 7a) Stand and lean back using two hands (hold wrists) long base for feet</p> <p>Red – 7a) Two hands with feet together base. Toes next to partners</p> <p>Red – 7b) As above with one hand</p> <p>Pink – 7b) Step onto bench into 2 hands hold balance</p>	
<p>Skills Activity:</p> <p>Recap with the children:</p> <p>Counter Balance: Counter Balance involves a wide base of support and parts pushing against each other, which would be impossible to hold if your partner moved away.</p> <p>Counter Tension: Counter Tension involves a narrow base of support and parts pulling away from each other, which would be impossible to hold if your partner moved away.</p> <p>In groups of 3 or 4, explore the concepts: Counter Tension and Counter Balance using Apparatus. Using benches and other available small apparatus, ask the children to explore/adapt different ways of performing Counter Tension and Counter Balance positions on the apparatus.</p> <ul style="list-style-type: none"> • Can you make/hold a Counter Balance/Tension on the apparatus • Can you make/hold a Counter Balance/Tension with some on apparatus and some on floor • How else could you make/hold these positions? <p>Remember to think about:</p> <ul style="list-style-type: none"> • Can you do them on different body parts: knees, bottoms, shoulders etc.? • Can you do them facing different directions: sideways, back to back etc? • Can you link different body parts: feet, shoulders, bottoms etc. 	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Work together sensibly, ensuring their partners safety at all times • Explore counter balances using different bases of support, levels & directions • Communicate with their partner, to ensure safe entry and exit from balances • Explore counter tension using different bases of support, levels & directions • Help layout apparatus, abiding by the Apparatus Safety rules. • Work together sensibly, ensuring their partners safety at all times • Communicate with their partner, to ensure safe entry and exit from balances • Hold the balances for 3-5 secs, using extension & tension to improve quality
<p>Core Activity:</p> <p>Revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels, directions, pathways and speeds throughout the sequence, using 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"> • Work on compositional ideas and partner formations; mirror/matching etc • 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: Switching Places</p> <p>Standing on bench in teams of 6-8, without stepping off the bench, ask the children to switch places so that everyone is alphabetical order according to their first name. Can you find different ways to pass? If benches are limited; allow children to attempt a frog balance: crouch, balance knees on elbows, lift off feet</p>	<ul style="list-style-type: none"> • Work together as a team to complete without stepping off bench • Support and communicate with team mates to complete successfully • Work together sensibly, ensuring group safety at all times • Have arms wide, bend elbows to allow knees to rest on them.
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources: Benches Small/medium stacking tables Beams</p>

Year Group: 6

Activity: Gymnastics

Lesson No: 7

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> ▪ Focus of Lesson: Rolling ▪ Acquiring & Developing: gymnastics rolls: Forward roll and Egg roll exploring shapes ▪ Selecting & Applying: 6 contrasting actions, creating and performing a sequence in pairs ▪ Knowledge & Understanding: demo/explain how to move and position spine safely while rolling ▪ Evaluating & Improving: appreciate why some rolls are harder to achieve than others 	<p>Vocabulary:</p> <p>ROLL, ROCK, EGG ROLL, FORWARD ROLL, CURL, SMOOTH, ROUND, MOMENTUM, ENTRANCES, EXITS 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</p> <p>Pink 3b) – Move from front support to back support with fluency</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:</p> <p>Revise and improve quality of rolls: Rock and roll and rock and roll to stand.</p> <p>Forward roll</p> <ul style="list-style-type: none"> • From crouch, forward roll to stand • Explore different starting and ending shapes to the forward roll. • Example: Start in Standing straddle, forward roll to finish in seated pike etc. • How many different ways can you come up with, completing with good quality? <p>Egg roll - Tuck sideways roll from kneeling, back to kneeling</p> <ul style="list-style-type: none"> • Perform egg roll as normal, while rolling across back, explore different shapes in the middle of the roll • Can you begin the roll in different positions, explore positions/shapes • Example: Kneeling with one leg out to side, roll across back, finish on opposite knee with leg out etc. • How many other ways can you come up with that work successful, smoothly and look good 	<p>Encourage children to:</p> <ul style="list-style-type: none"> • Ensure enough space to safely roll, take turns if space is limited • Work sensibly together, hold hands out to encourage partner to reach forward • Place hands flat, tuck head in, lift hips, take weight on hands and shoulders, not head, keep back round to aid a smooth roll. • Attempt shapes that are within their capabilities • Roll with quality and control, to stop rolls in the desired shapes • Remain in tuck shape throughout the roll, perform with quality and control • Begin slowly, performing shapes with good quality before adding speed • Use kneeling positions and balances to change the entrances into rolls • Use competent and successful performers to demonstrate imaginative rolls
<p>Core Activity:</p> <p>In pairs, create a sequence containing at least 6 gymnastics skills/actions, which have been explored so far (Shapes, Travel, Balance and Rolls). Concentrate on using different levels, directions, pathways and speeds throughout the sequence, using 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, directions, speeds, pathways 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 • Discuss how they can work on timing and synchronisation
<p>Cool Down: Front support press ups</p> <p>Recap with the children a front support position ('bridge' position in Traffic Lights warm up game)</p> <p>Ask the children to attempt the best press up they possibly can without losing body tension or form. To make this easier, allow the children to drop from front support onto their knees, but encourage them to still have a straight body from shoulders to knees, with bottoms squeezed tight. Attempt 5 good press ups</p>	<ul style="list-style-type: none"> • Have hands directly under shoulders and slightly wider the shoulder width • Keep body tension throughout, by squeezing muscles, avoid a sagging back • Breathe throughout the exercise, do not hold their breath • Work within their own capabilities, by choosing the appropriate start position
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p> <p>Mats Tops Gymnastics cards..."Rock and roll" & "Rollover"</p>

Year Group: 6

Activity: Gymnastics

Lesson No: 8

<p>Learning Outcomes:</p> <ul style="list-style-type: none">▪ Focus of Lesson: Rolling▪ Acquiring & Developing: gymnastics rolls: Forward, Egg, Teddy Bear roll and prep for Back roll▪ Selecting & Applying: 6 contrasting actions, creating and performing a sequence in pairs▪ Knowledge & Understanding: demo/explain how to move and position spine safely while rolling▪ Evaluating & Improving: appreciate why some rolls are harder to achieve than others	<p>Vocabulary: ROLL, ROCK, EGG ROLL, FORWARD ROLL, TEDDY BEAR ROLL, BACKWARD ROLL, CURL, ROUND, SMOOTH, MOMENTUM, ENTRANCES, EXITS, 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 Pink 3b) – Move from front support to back support with fluency</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:</p> <p>Recap and consolidate rolls from last week:</p> <ul style="list-style-type: none">• Tuck Rock and Roll to stand with/without partner assistance, and forward roll using shapes• Egg Roll exploring different shapes in start, middle and end <p>Revise and improve quality of rolls:</p> <p>Teddy Bear Roll - Straddle roll, sideways, across shoulders and back to straddle</p> <ul style="list-style-type: none">• Once this roll is performed with quality and control, children may attempt this roll in unison starting back to back with partner.• Ensure they communicate as to which way they will be rolling to avoid collision• If successful can they increase the number in the group? How many people can all roll together? <p>Backward Roll preparation</p> <ul style="list-style-type: none">• Practise rocking back and forth, placing hands on floor next to shoulders with fingers pointing to toes.• Using a slope allow children to attempt backward roll to knees down the slope pushing with arms	<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• Push down through their hands into the floor, in preparation for full roll• Use momentum to assist with the roll, pushing over head to knees
<p>Core Activity:</p> <p>Revise sequence from last week; adapt the sequence to include another roll. Concentrate on using different levels, directions, pathways and speeds throughout the sequence, using 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, directions, speeds, pathways 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• Discuss how they can work on timing and synchronisation
<p>Cool Down: Back support Press ups</p> <p>Recap with the children a back support position ('bridge' position in Traffic Lights warm up game) Ask the children to attempt the best press up they possibly can without losing body tension or form. To make this easier, allow the children to sit on a bench and dip bodies down toward the floor. Attempt 5 good press ups</p>	<ul style="list-style-type: none">• Have hands directly under shoulders and slightly wider the shoulder width• Keep body tension throughout, by squeezing muscles, avoid a sagging back• Breathe throughout the exercise, do not hold their breath• Work within their own capabilities, by choosing the appropriate start position
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p> <p>Mats Tops Gymnastics cards..."Rock and roll" & "Rollover"</p>

Learning Outcomes: <ul style="list-style-type: none"> ▪ Focus of Lesson: Jumping ▪ Acquiring & Developing: jumping, leaping and landing techniques, 5 jump classifications ▪ Selecting & Applying: 5 contrasting actions, create and perform a basic sequence in pairs ▪ Knowledge & Understanding: explain that jumping and landing can strengthen bones ▪ Evaluating & Improving: differences between landing and rebounding, know when to use them 	Vocabulary: JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN, CHASSE, CAT LEAP, SCISSOR LEAP, SPLIT LEAP, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE
Warm Up: : Numbers (children to devise) Mobility - Circle wrists, shoulders, arms, hips, knees and ankles. Rotate head from left to right (not upward) Stretches - Standing pike fold and seated straddle fold Hold each for 5 sec Back arch (lying on front, push up on hands) Back hollow (kneeling in tuck shape, arms stretched out on floor)	Teaching points/Class Management/Differentiation (STEP): <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
Fundamentals (F) – Dynamic Balance to Agility/Counter Balance in pairs Green – 6b) 2 to 1 on a line with freeze Red – 7a) 2 to 2 180 degree turn 7b) Tucked jump Pink – 6a) 2-2 180 degrees on beam Blue – 1b) Squat to ankle extension x 10 Blue – 1c) Squat with eyes closed	
Skills Activity: Discuss what makes a good Gymnastics Jump? 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 Explore and consolidate Jumps from 2 feet – 2 feet (2-2): <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 and 360 degree Jumps • Can you use rotation and shapes together? What does this do to the jumps? Begin to look at jumps from 1 foot to the other foot (1-1): <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? Gymnastic Name: Cat Leap • Can you pass through a pike shape in the air? Gymnastic Name: Scissor Leap • Can you pass through a split position in the air? Gymnastic Name: Split Leap • Can you use rotation while performing any of the above leaps? 	<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 Encourage children to: <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 and full 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 • Lift one leg up straight into the air, changing legs before landing • Lead with one leg, split legs as wide as possible in the air before landing • Take off properly before attempting to rotate within the leaps
Core Activity: In pairs or small groups (apparatus permitting), create a sequence containing at least 6 gymnastics skills/actions, which have been explored so far (Shapes, Travel, Balance, Rolls and Jumps). Allow children time to remember, repeat and practise their sequence before performing.	<ul style="list-style-type: none"> • Use different levels, directions, speeds, pathways 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 • Discuss how they can work on timing and synchronisation
Cool Down: Single leg dip and extension 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, on returning to standing position, extend ankle and raise with control up onto toes. Attempt 5 on one leg, before repeating on the other. Extension: Repeat above task with eyes closed	<ul style="list-style-type: none"> • Push hips out behind when squatting, rather than letting knee go over toe • Extend onto ball of the front keeping control of the ankle, lower slowly • Perform with control and precision, focusing ahead to assist balance • Focus on body position and tension when attempting with eyes closed
Evaluation/Post Lesson Notes:	Equipment/Resources: Mats Tops Gymnastics cards..."Jumping jacks"

<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: 5 contrasting actions, create and perform a basic sequence in pairs ▪ Knowledge & Understanding: explain that jumping and landing can strengthen bones ▪ Evaluating & Improving: differences between landing and rebounding, know when to use them 	<p>Vocabulary: JUMP, TAKE-OFF, FLIGHT, LANDING, ABSORB, SOFTEN, COMBINATION STRAIGHT, TUCK, STAR, ROTATION, TURN, HALF TURN, CHASSE, CAT LEAP, SCISSOR LEAP, SPLIT LEAP, MUSCLES, TIGHT, TENSION, LINKING, REPEAT, DEMONSTRATE, OBSERVE, EVALUATE</p>
<p>Warm Up: : Numbers (children to devise)</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 Red – 7a) 2 to 2 180 degree turn 7b) Tucked jump Pink – 6a) 2-2 180 degrees on beam Blue – 1b) Squat to ankle extension x 10 Blue – 1c) Squat with eyes closed</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? 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. More able may also do Straddle and Pike • Partner assisted shape Jumps: Including Straddle and Pike • Rotation: 180 and 360 degrees, Using shapes • 1 foot – 1 foot: Cat Leap, Scissor Leap and Split 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 and/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 and full turn, keep body upright • Use chasse entrance into 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>Revise sequence from last week; adapt the sequence to accommodate a piece of apparatus. Concentrate on using different levels, directions, pathways and speeds throughout the sequence, using 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 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. Work on timing and formations. • 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 dip and extension</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, on returning to standing position, extend ankle and raise with control up onto toes. Attempt 5 on one leg, before repeating on the other.</p> <p>Extension: Repeat above task with eyes closed</p>	<ul style="list-style-type: none"> • Push hips out behind when squatting, rather than letting knee go over toe • Extend onto ball of the front keeping control of the ankle, lower slowly • Perform with control and precision, focusing ahead to assist balance • Focus on body position and tension when attempting with eyes closed
<p>Evaluation/Post Lesson Notes:</p>	<p>Equipment/Resources:</p> <p>Mats Benches, Nesting tables and platforms (no higher than hip height) Tops Gymnastics cards...”Jumping jacks”</p>

Year Group: Keystage 2 (Year 5 & 6)

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: 6 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 the opportunity 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 them to then divide into smaller groups of 3-4 to complete the Core Activity.</p> <p>Q. What gymnastics skills/actions have we explored that can be included in our final sequence?</p>	<p>A. Shapes, Travel, Balance, Rolls, Jumps and Leaps</p> <ul style="list-style-type: none"> • 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 groups, begin to create a sequence containing at least 6 gymnastics actions, including a start and end position, shapes, travels, balance, rolls, jumps and leaps, 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 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>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) Red – 9a) Ball around one leg x16 9b) Ball around back x20 9c) Ball around alternating legs x16 Blue – 9a) Figure of 8 x12 9b) Round back and figure of 8 x10 9c) Round back & alternate legs x12</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 • 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 • 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 • 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. • 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 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, continue until there are 6-8 actions. 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>