



Planning Overview Gymnastics 1&2

Lesson	Main lesson objectives	Teaching Activities	Learning Outcomes
Shape and roll	<p>1. Learn the 5 main body shapes showing control.</p> <p>1. Understand how to find space when travelling.</p> <p>5. Explore rolling and the safe practice to execute a roll, add basic rolls into creative solo.</p> <p>6. Execute basic rolls introducing entrance and exits, creating duets by decision-making.</p>	<ul style="list-style-type: none"> • Teach 5 main body shapes incorporating this into most activities. • Set a structure for children to create their own shape sequence. • Demonstrate or watch rolling. • Explain safe practice, allow children to practice. 	<ul style="list-style-type: none"> • To be able to describe and perform each shape with control. • Understand shape within the gymnastics formula. • Explore shape on small and large apparatus. • To be able to make a conscious effort to maintaining shape when performing rolls. • Begin to have a clearer entrance and exit to the roll.
Spacing and travelling	<p>2. To explore different methods of travelling creatively in space.</p> <p>2. Learning control, how to stop start changing speed and levels creatively traveling around the space. Finding space.</p> <p>Use travel as a transition within sequences.</p>	<ul style="list-style-type: none"> • Using stimuli and imagination improvise travelling around the room. • Teach children travelling techniques. • Play Games that incorporate finding space and changing; speed, level or dynamic. And discuss. • Give an example of adding travel to the shape sequence; let children add travel to their 	<ul style="list-style-type: none"> • To be able to perform basic travelling actions using the space safely and effectively on both floor and with use of apparatus. • Travelling in a variety of notions using pathways, change of direction, level and speed and stillness. • Show awareness of space for themselves and others around them with small and large

		own shape sequences.	apparatus. <ul style="list-style-type: none"> • Moving with confidence, control, coordination and imagination.
Balance	3. To experiment with balances. To link shape and balances into a short sequence.	<ul style="list-style-type: none"> • Teach shape balances on different body surfaces. • Ask children to improvise balances with hand held apparatus and platforms etc. (not together) • Teach push and pull balances • Ask children to think of their own. • Incorporate levels into the balances. • Teach a pairs sequence that incorporates balance. 	<ul style="list-style-type: none"> • Have an understanding of the balance formula. • Are able to perform small and large body part balances with control showing good coordination. • Perform a solo • Demonstrate basic push and pull balances with a partner.
Safe dismount Jumping and landing	4. Explore safe technique in jumping and landing on floor and small apparatus.	<ul style="list-style-type: none"> • Discuss and demonstrate the importance of safe practice. • Practice landing on the floor softly using imagery. • Once agreed children are landing safely add shape • Experiment with jumping off small apparatus or using hand held apparatus. 	<ul style="list-style-type: none"> • Demonstrate safe practice with the understanding of good technique. • Begin to show clarity within jump and a controlled landing • Understand the safety elements to jump, land and travel with small and large apparatus.
Composition and evaluation	7. To transfer actions, body shapes and balances onto large and hand held apparatus. 8. Consolidate and improve quality of movements, creating solos. 9. With refined solos, transfer the	<ul style="list-style-type: none"> • Perform and evaluate the children's sequences on floor and on apparatus. • Set up a hand held circuit the children can move around and improvise. 	<ul style="list-style-type: none"> • Observe, describe and copy gymnastic actions. • To be able to compose a small creative sequence which has a clear beginning middle and end, showing an attempt to have

	<p>movement from floor to apparatus or floor to hand held apparatus.</p>		<p>fluid transitions through each action which may include apparatus.</p> <ul style="list-style-type: none"> • Be able to describe their performance analysing what was effective and why and also improvements which could be made.
<p>Understanding of fitness and health</p>	<p>All. Understand the elements of an appropriate warm up and cool down in gym and why it is important to do so.</p>	<ul style="list-style-type: none"> • Discuss appropriate warm up and cool down and why we do this. • Discuss our body when active. 	<ul style="list-style-type: none"> • Importance of being active • Why we warm up and cool down

Year 3&4

Lesson	Main lesson objectives	Teaching Activities	Learning Outcomes
Travelling	3. Re enforcing finding space and travelling at different levels, tempos and changes of direction on floor incorporating into sequence.	<ul style="list-style-type: none"> • Explain safety rules of apparatus • Recap examples of travelling, play games that incorporate the change mechanisms. • Let children improvise and set travelling sequence on different apparatus. 	<ul style="list-style-type: none"> • To be able to travel creatively on apparatus. • To be able to respond to instruction • To be able to demonstrate in sequence with a variety of changing mechanisms, also be able to describe these changes when analysing peers sequences.
Shape and balance. Inversions.	<p>1. Perform the 5 body shapes interlinking with small and large body part balances. Focusing on strength, precision and control.</p> <p>2. Explore and understand different types of balance.</p> <p>10. Exploring a variety of box balances with a partner.</p> <p>11. Introduction to the different stages of inversion.</p>	<ul style="list-style-type: none"> • Incorporate shapes into games and activities. Children must observe and describe what they see in partners evaluating good practice and improvement. • Teach children new shapes, box, bridge, front support and back support. • Recap push and pull balances and small and large body part, getting children to create their own sequences from a set structure. • Discuss and explore dynamics. • Practice sequence. • Watch and introduce mix and mingle balances. 	<ul style="list-style-type: none"> • Demonstrate the 5 body shapes with strength clarity and control and are able to describe the shapes with a good use of terminology. • Expand the children's shape knowledge with supports, boxes and bridges. Showing attempts at one or more. • Show a wide variety of push and pull and solo shape balances with a confident performance. • Have researched box balances and understand the safe practice needed. • Can copy sequences.
Rolling	5. Experiment with rolling; learn safe	<ul style="list-style-type: none"> • Explain safety in rolls, giving 	<ul style="list-style-type: none"> • Can execute a variety of rolls

	technique to practice a variety of rolls.	<p>demonstrations and teach progression in rolls.</p> <ul style="list-style-type: none"> • Once confident include and teach entrance and exits. 	safely, with an entrance and exit.
Jump and landing	4. Continue to develop and explore jumping and landing, on floor and apparatus; with an understanding of safe practice.	<ul style="list-style-type: none"> • Teach safe practice • Incorporate games and activities to practice jumping and landing • Teach sequence and encourage children to add jumping into the sequence at appropriate places. • Get children to improvise jumping and landing off different apparatus with safe practice. 	<ul style="list-style-type: none"> • Can maintain shape in jumping and landings. • Can demonstrate and explain safe practice • Can incorporate jump and landing into sequences. • Have explored jump and landing on and off low apparatus
Composition	<p>6. Begin to understand structure to a sequence. Selecting gymnastic skills to create a solo.</p> <p>7. Transferring skills onto different apparatus, making decisions on appropriate and safe movement.</p> <p>8. Developing pairs sequences on floor and apparatus.</p> <p>9. Exploring developing technique and sequencing through hand held and low apparatus.</p> <p>12. To perform a gymnastics sequence with confidence with an understanding of movements demonstrated.</p>	<ul style="list-style-type: none"> • Teach children different transferable skills • Set a task to explore transferring skills • With all skills learned create a solo from a discussed structure. • Improvise with hand held apparatus selecting movements to perform. • Discuss and evaluate in detail peers performance, understand how feedback that is acknowledged improves the sequences and clarity of movement. 	<ul style="list-style-type: none"> • Can transfer many gymnastics actions onto different apparatus showing appropriate decisions, good control and a calm performance. • Explored skills with hand held apparatus increasing difficulty to skills or adding interest to the movement. • Evaluated peers performance with details of good practice and improvements. • Can create their own sequences exploring dynamics in performance.
Fitness and health	Understand the importance of warm up and cool down. Safety in gymnastics.	<ul style="list-style-type: none"> • Demonstrate and discuss progressive practice effective 	<ul style="list-style-type: none"> • Can discuss the importance of warm up and cool down and

		warm ups and cool downs.	what would involve good practice. <ul style="list-style-type: none">• Can discuss the effects of the body in physical activity.
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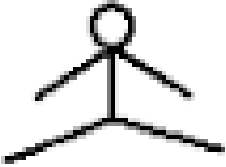

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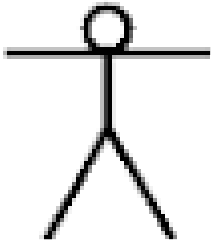
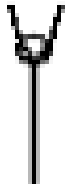
Lesson	Main Lesson Objective	Teaching Activities	Learning outcomes
Travel	Refine performance and creativity in travelling and space, incorporating shape, balance and travel into sequence.	<ul style="list-style-type: none"> • Teach children logical ways of travelling within a sequence. • Expand children’s travelling ideas by stimuli or demonstration. 	<ul style="list-style-type: none"> • Demonstrate a high level of control and co ordination when travelling showing strength and creativity. • In sequence, perform direction, speed, level, stillness and creativity on floor and apparatus.
Roll	Develop and refine a range of rolling actions with approaching entrance and exits. Incorporating rolls into duet sequences.	<ul style="list-style-type: none"> • Recap rolling techniques give time to practice. • Teach a range of entrance and exits • Discuss and Set choreography tasks to each group 	<ul style="list-style-type: none"> • Maintaining shape, consolidating their rolling actions. • Explore how you can create different floor patterns and directions and timings in groups.
Shape and balance	To perform shape and balance accurately and consistently both as a solo and with others. To Experiment with symmetrical and asymmetrical body shapes and explore balances with partners.	<ul style="list-style-type: none"> • Play Games which incorporate practice of actions, body shape and balances. On floor and apparatus. • Set a structure for children to create their own sequence. • Teach children symmetrical and asymmetrical body shapes. Let children improvise to create their own. • Teach children mix and mingle balances. 	<ul style="list-style-type: none"> • To describe in detail the characteristics of each shape giving an example of how shape is incorporated into the gymnastics formula. • Understand the fundamentals of balance, Perform balances within a creative sequence incorporating, levels, direction and speed. Varying with any of the following: body parts, push and pull balances, mix and



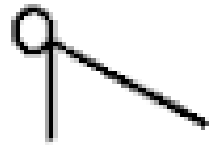
			<p>mingle, boxes and bridges depending on if working as a solo or groups.</p> <ul style="list-style-type: none"> • Demonstrate balances and shape with clarity using a range of small and large equipment or hand held apparatus.
Jump and Land	Learn a variety of jumping and landing actions on floor and small apparatus.	<ul style="list-style-type: none"> • Recap safe practice. • Practice jumping on floor and onto small boxes or off low benches. 	<ul style="list-style-type: none"> • Be able to demonstrate good technique and describe safe practice within a variety of jumps and landing. • Jump onto and dismount safely onto appropriate apparatus. (if boxes/springboards/small platforms)
Inversions	Explore and practice the different stages of inversions. Refine inversions and create a sequence of gymnastic skill; demonstrating control, clarity and a variety of actions.	<ul style="list-style-type: none"> • Teach children different stages of inversion; some will progress faster than others. • Teach children boxes and bridges. 	<ul style="list-style-type: none"> • Understand safety point of inversions. • Exploring the different progressions of inversions improving clarity. • Showing confidence and control with direction. • Clear entrance and exits.
Composition, performance and evaluation	Creating duets sequences, deciding on compositional devised and using video to analyse performance. Learning cannon, unison and pathways. Exploring the apparatus, transferring actions and mirroring onto the apparatus. Explore the use of hand held apparatus can develop technique and be involved with sequence.	<ul style="list-style-type: none"> • Teach children cannon and unison. • Once children have created sequences discuss compositional devices that could be used, let children decide where they could add into or change to make more interesting. • Watch and discuss 	<ul style="list-style-type: none"> • To create a solo that has clarity, fluidity and a variety of actions that may include exploring different apparatus at different times. • Exploration of symmetry, cannon & unison, mirroring, dynamics and floor patterns in-group work. • Evaluate in detail others work

		performances.	to enhance performance/ piece.
Understanding of health and fitness	All. To be able to prepare the body appropriately for each given activity.	<ul style="list-style-type: none"> • Demonstrate and discuss progressive practice effective warm ups and cool downs. 	<ul style="list-style-type: none"> • Understand importance and elements of warm up and cool down. • Why safe Physical activity is good for health & well being.

Shapes

Shape	Picture	What we are looking for...
Tuck	 <p>Tuck</p>	Straight back Toes pointed Legs together, not crossed
Straddle	 <p>Straddle</p>	Straight back Arms out to the side and extended Legs straight with toes pointed
Pike	 <p>Pike</p>	Straight back Arms straight and reaching forwards towards toes Legs straight and together Toes pointed

Star	 <p>Star</p>	Extending legs and arms Toes pointed Can be performed standing or on front or back
Stretch		Legs together Arms by ears Fingers and toes pointed

<p>Dish</p>	 <p>Dish</p>	<p>Lying on back Arms and legs stretched out Round back Lifting head and legs off the floor</p>
<p>Arch</p>	 <p>Arch</p>	<p>Lying on front Arms by ears Lifting up arms and legs Legs straight</p>
<p>Front Support</p>	 <p>Front support</p>	<p>All fours Arms and legs straight Legs together Tummy facing the floor</p>

Back Support



All fours
Arms and legs straight
Legs together
Back facing the floor
Fingers point towards toes