

GYMNASTICS		YEAR 1	
<p>LEARNING INTENTIONS:</p> <p>To link two ways of travelling, eg walking backwards safely and a roll, to make a short movement phrase.</p> <p>To remember and perform a short movement phrase.</p> <p>To know where you start and finish and what shapes you will make to start and finish.</p> <p>To link three 'like' actions, eg 3 different jumps, 3 rolls, to make a short movement phrase on the floor and apparatus.</p>			
<p>Learning Objectives - Knowledge, Skills and Understanding:</p>			
Acquiring and developing skills	Selecting and applying skills	Evaluating and Improving Skills	Knowledge and understanding of fitness and health
<ul style="list-style-type: none"> perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required manage the space safely, showing good awareness of each other, mats and apparatus 	<ul style="list-style-type: none"> make up and perform simple movement phrases in response to simple tasks link and repeat basic gymnastic actions perform movement phrases with control and accuracy 	<ul style="list-style-type: none"> watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language copy a partner's sequence of movement 	<ul style="list-style-type: none"> know when their body is active and talk about the difference between tension and relaxation carry and place appropriate apparatus safely, with guidance
<p>Teaching Activities:</p>			
WEEK 1	Experiment with a range of different ways of travelling, rolling, jumping and climbing using the <i>floor</i> . Thinking carefully about the space used, awareness of others and about the presentation of each movement. Teach children to move with control.		
WEEK 2	Experiment with a range of different ways of travelling, such as rolling, jumping and climbing using <i>apparatus</i> . Thinking carefully about the space used, awareness of others and about the presentation of each movement. Teach children to move with control.		
WEEK 3	Choose 2 ways of travelling on the floor and link them together. Focus on moving with control and accuracy. Practice the short movement phrase so you can remember it. Perform each short movement phrase, giving the rest of the children the opportunity to evaluate (say 2 great things about the performance and 1 way it could be better). In pairs, teach your partner your movement phrase.		
WEEK 4	Remember the short movement phrase from last week, adapt it so that it includes apparatus as well as floor work. Perform each short movement phrase, giving the rest of the children the opportunity to evaluate (say 2 great things about the performance and 1 way it could be better).		
WEEK 5	Starting and finishing poses. Teach children that in gymnastics they need to show the audience when they are starting their sequence/phrase/routine and when they have finished. ICT opportunity - watch a video of a gymnastics routine, can you see the starting and finishing pose? (Lots of LONDON 2012 videos available on YouTube or http://www.monkeysee.com/play/10682-gymnastics-floor-routine-starting-a-floor-routine) Children design their own starting and finishing poses. Perform their short movement phrase including starting and finishing poses. Opportunity to video the performances to evaluate next week.		

WEEKS 6 AND 7	Apply all skills taught so far to create a sequence of 3 'like' actions with a clear starting and finishing pose. Practice this sequence so that it can be remembered and performed with control and accuracy. Adapt the sequence so that it can be performed using the floor and apparatus. Assessment: perform the sequence with control and accuracy, in front of an audience.
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GYMNASTICS SKILLS CAN BE TAUGHT THROUGH ANY PERTINENT THEME/STIMULUS.

GYMNASTICS

YEAR 2

LEARNING INTENTIONS:

- To create and perform a simple sequence of up to 4 elements, eg balance, roll, jump, body shape.
- To have a clear starting and finishing position.
- To move smoothly between shapes and actions.
- To use a combination of floor, mats and apparatus, eg move from the floor to finish on apparatus, or move from apparatus to finish on the floor.
- To work with a partner to combine your sequence and your partner's sequence.
- To perform the new sequence as a pair.

Learning Objectives - Knowledge, Skills and Understanding:

Acquiring and developing skills	Selecting and applying skills	Evaluating and Improving Skills	Knowledge and understanding of fitness and health
<ul style="list-style-type: none"> ▪ perform a range of actions with control and coordination ▪ repeat accurately sequences of gymnastic actions ▪ move smoothly from a position of stillness to a travelling movement ▪ move smoothly and in a controlled way from one position of stillness to another 	<ul style="list-style-type: none"> ▪ devise, repeat and perform a short sequence in which there is a clear beginning, middle and end ▪ adapt the sequence to include apparatus or a partner ▪ use different combinations of floor, mats and apparatus, showing control, accuracy and fluency 	<ul style="list-style-type: none"> ▪ describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control ▪ choose one aspect of their sequence to improve, and say how to improve it 	<ul style="list-style-type: none"> ▪ say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool ▪ recognise and avoid risks when handling and placing apparatus

Teaching Activities:

WEEK 1	Experiment with a range of different ways of travelling, rolling, jumping and climbing using the floor and apparatus. Thinking carefully about the space used, awareness of others and about the presentation of each movement. Teach children to move with control.
WEEK 2	Balancing. Identify what balancing means. Experiment with arrange of balances using hands, feet and other body parts. Perform balances with control and accuracy. Adapt floor balances to apparatus. <i>ICT opportunity</i> - show children videos of gymnastic sequences involving balances.
WEEK 3	Choose 4 elements, such as balance, roll, jump, travel etc, and link them in a short floor sequence. Teach the children how to move fluently between each element of the sequence. Practice own sequence so that it can be remembered, making sure that you move with control and accuracy. Perform each sequence, giving the rest of the children the opportunity to evaluate (say 2 great things about the performance and 1 way it could be better).

WEEK 4	Recall sequence from last week along with the point to improve form the evaluations. Work on sequence to improve it. Design own starting and finishing poses and add them to the sequence. Adapt the floor sequence to include apparatus. Practice so that it can be remembered.
WEEKS 5 AND 6	Join with a partner. combine both sequences in to 1 new sequence using floor and apparatus. Practice so that it can be remembered. Perform each sequence, giving the rest of the children the opportunity to evaluate. Back in pairs, work on the suggested improvements.
WEEK 7	Assessment: Perform combined sequence in front of an audience.
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GYMNASTICS		YEAR 3	
LEARNING INTENTIONS:			
To use floor and apparatus.			
To create and perform a sequence of contrasting actions, eg 3 jumps and 2 balances, showing contrasting shapes.			
To show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.			
To create and perform a sequence that involves a clear change of speed, linking 3 balances with 3 different ways of travelling, eg balance, travel, balance, travel, travel, balance.			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills	Selecting and applying skills	Evaluating and Improving Skills	Knowledge and understanding of fitness and health
<ul style="list-style-type: none"> ▪ explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel ▪ practise an action or short sequence of movements, and improve the quality of the actions and transitions ▪ show control, accuracy and fluency of movement when performing actions on their own and with a partner 	<ul style="list-style-type: none"> ▪ devise and perform a gymnastic sequence, showing a clear beginning, middle and end ▪ adapt a sequence to include different levels, speeds or directions ▪ work well on their own and contribute to pair sequences 	<ul style="list-style-type: none"> ▪ explain the differences between two performances ▪ identify when two performances have the same elements and order, and comment on their quality ▪ understand what is involved in the process of improving a performance 	<ul style="list-style-type: none"> ▪ understand the importance of warming up ▪ identify when their body is warm and stretched ready for gymnastic activity ▪ understand that strength and suppleness are important parts of fitness
Teaching Activities:			
WEEK 1	Experiment with different ways of travelling, jumping, rolling, balancing on the floor, ask the children to show what they can do. Teach children the importance of moving with control and accuracy. Opportunity for children to refine their movements ready for the following weeks.		

WEEK 2	Improving balancing skills. Teach children about extension when balancing. Practice balances using hands, feet and other body parts, with a focus on extending arms, fingers, legs, toes and neck. Introduce simple apparatus and adapt floor balances so that they include apparatus, still remembering extension.
WEEK 3	Create a sequence of contrasting actions, such as 1 roll, 2 jumps and 2 balances etc. Practice so that it can be remembered. Remind children to move with control and accuracy, and to use extension when balancing. Perform each sequence, giving the rest of the children the opportunity to evaluate (say 2 great things about the performance and 1 way it could be better).
WEEK 4	Ask children to design their own starting and finishing poses, and add them to their sequence from last week. Practice so that it can be remembered. Teach children about the need to make their movements flow - there should not be a pause between each movement, the end of one movement should be the start of the next movement. <i>ICT Opportunity</i> - show children a video of a gymnastic routine, pointing out the flowing movements (lots of London 2012 videos on YouTube).
WEEK 5	Practice and perform sequence from last week in small groups. The rest of the children in each group need to evaluate the performance according to given criteria - looking for extension and flow of movements. Give children the opportunity to respond to evaluations and improve their sequence according to the feedback.
WEEKS 6 AND 7	Incorporate a change of speed into the sequence. Practice so that it can be remembered. Assessment: Perform sequence in front of an audience - look for extension in balances, flow between movements and a clear change of speed.
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GYMNASTICS		YEAR 4	
LEARNING INTENTIONS: To create a sequence using floor and mats that has up to 6 elements, eg 4 twisted shapes and 2 ways of turning while travelling. To teach your sequence to a partner, and then perform it so that both of you start, perform and finish at the same time. To work with a partner to create and perform a sequence that involves both of you moving together from a starting point and then moving apart to finish.			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills	Selecting and applying skills	Evaluating and Improving Skills	Knowledge and understanding of fitness and health
<ul style="list-style-type: none"> ▪ perform a range of actions and agilities with consistency, fluency and clarity of movement ▪ make similar or contrasting shapes on the floor and apparatus, working with a partner ▪ combine actions and maintain the quality of performance when performing at the same time as a partner 	<ul style="list-style-type: none"> ▪ combine actions to make sequences with changes of speed, level and direction, and clarity of shape ▪ gradually increase the length of sequences ▪ work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement 	<ul style="list-style-type: none"> ▪ make simple assessments of performance based on a criterion given by the teacher ▪ use the assessments to modify and refine their sequences and others' work ▪ offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight 	<ul style="list-style-type: none"> ▪ understand that strength and suppleness are key features of gymnastic performance ▪ devise routines of stretching exercises that prepare them for their gymnastic work
Teaching Activities:			

WEEK 1	Experiment with a range of twisted shapes/balances and ways of turning while travelling - remember that travelling can include jumping, rolling etc. Teach children the importance of moving with control and accuracy. Remind children that they need to use extension when balancing - extending arms, finger, legs, toes and neck. Select a few 'favourite' movements and balances and practice these so that they can be remembered for use in the following weeks.
WEEK 2	Create a floor sequence of 6 elements, choosing from the twisted shapes and turning movements from last week as well as other travelling and balancing. The sequence must include changes in speed, level and direction. Remind children that they need to include a starting and finishing pose in their sequence. Practice the sequence so that it can be remembered. Make sure that children move with control and accuracy, use extension when balancing and make their movements flow. Perform each sequence, giving the rest of the children the opportunity to evaluate based on a given criteria - look for extension, flow and control. Use this evaluation to choose 'the best' sequences (make sure you choose a number of sequences that is half of your class, e.g 22 in class, choose 11 sequences)
WEEKS 3, 4 AND 5	Pair up (putting a chosen sequence from last week with someone whose sequence wasn't chosen). Teach your sequence to your partner. Work together to adapt the floor sequence so that it includes apparatus. Practice so that it can be remembered. Make sure that both partners move at the same time, in the same direction, starting and finishing at the same point. Perform each sequence giving the rest of the class to evaluate. Use feedback from evaluation to work together to improve the sequence.
WEEKS 6 AND 7	With the same partner, create a new sequence (it is acceptable to use some of the ideas from the original sequence but it must be different). This sequence MUST include changes in speed, level and direction, in addition to making use of floor and apparatus. The partners MUST start at the same place but finish in different places. Assessment: Perform paired sequence in front of an audience.
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GYMNASTICS		YEAR 5	
LEARNING INTENTIONS:			
To work with a partner or in a small group.			
Use the floor and mats to create and perform a gymnastic sequence of at least 8 elements, eg a combination of asymmetrical shapes and balances with symmetrical rolling and jumping actions.			
To include changes of speed, direction and level in the sequence.			
To incorporate mirroring or matching shapes and balances.			
To use floor, mats and apparatus.			
Adapt the floor and mat sequence so that it can be performed on apparatus that includes 2 sections with different levels - design the sequence so that you start on 1 level of the apparatus, move to the floor and finish on a different level of apparatus.			
The group must start and finish the sequence at the same time.			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills	Selecting and applying skills	Evaluating and Improving Skills	Knowledge and understanding of fitness and health
<ul style="list-style-type: none"> ▪ perform combinations of actions and agilities that show clear differences between levels, speeds and directions 	<ul style="list-style-type: none"> ▪ repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape 	<ul style="list-style-type: none"> ▪ watch and comment on the quality of movements, shapes and balances, and the way apparatus is used 	<ul style="list-style-type: none"> ▪ take more responsibility for their own warm up ▪ know how muscles work, how to stretch, and how to carry out

<ul style="list-style-type: none"> perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension 	<ul style="list-style-type: none"> and changes in direction adapt sequences to include a partner or a small group 	<ul style="list-style-type: none"> identify which aspects were performed consistently, accurately, fluently and clearly suggest improvements to speed, direction and level in the composition 	<ul style="list-style-type: none"> strengthening exercises safely know why strength and suppleness are important in gymnastics
Teaching Activities:			
WEEK 1	Paired balances - work on matching balances, asymmetrical and symmetrical, work on mirrored movements, such as rolling, jumping etc... Teach children to move with control and accuracy, good body tension and extension. Extend by experimenting with these balances and movements in a small group (3 or 4 children). Select a few 'favourite' group balances and movements and practice them so that they can be remembered.		
WEEKS 2 AND 3	Work in a small group to create a floor sequence of at least 8 elements, to include asymmetrical balances, symmetrical travelling and other balances or movements practiced last week. The sequence needs to include changes in speed, level and direction, and a clear starting and finishing pose. Focus on extension and flow between movements. Practice so that it can be remembered. Work as a group and suggest improvements for members of the group.		
WEEKS 4, 5 AND 6	Recall sequence from last week. Adapt the floor sequence to include apparatus, making sure that the sequence takes place over different levels on the apparatus. Practice so that it can be remembered. Perform each sequence, giving the rest of the class the opportunity to evaluate the sequences based on criteria given by the teacher. Each group to respond to the feedback by making the suggested improvements to their sequence.		
WEEK 7	Assessment: Perform the sequence in front of an audience.		
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GYMNASTICS	YEAR 6		
LEARNING INTENTIONS:			
To create and perform a sequence on floor and apparatus for an audience.			
To include at least 8 to 10 elements, eg start on the floor, move onto apparatus, finish on the floor.			
To include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances.			
To create and perform a pair sequence on the floor lasting about 1 minute:			
<ul style="list-style-type: none"> Include at least 6 different actions Include at least 4 balances Show how you and your partner relate your own actions and balances to each other 			
To join with another pair and combine the 2 sequences to produce a group sequence either on the floor or using apparatus.			
To include some physical support, separate, symmetrical, asymmetrical; and timing, eg matched and mirrored, canon, unison			
Learning Objectives - Knowledge, Skills and Understanding:			
Acquiring and developing skills	Selecting and applying skills	Evaluating and Improving Skills	Knowledge and understanding of

			fitness and health
<ul style="list-style-type: none"> ▪ perform fluently and with control, even when performing difficult combinations ▪ work well with a partner or a small group to practise and refine their work ▪ perform single actions and balances with control, showing tension and extension ▪ link actions and balances together and show good timing when working with others ▪ use a variety of ways to be involved 	<ul style="list-style-type: none"> ▪ make up longer sequences and perform them with fluency and clarity of movement ▪ vary direction, levels and pathways, to improve the look of a sequence ▪ use planned variations and contrasts in actions and speed in their sequences ▪ know that changing and varying the speed, direction and level of their sequence affects the way it looks and increases its interest for the audience ▪ are aware of the relationship they have with their partner(s), and use different combinations of their shapes, directions they move and timing of their actions 	<ul style="list-style-type: none"> ▪ watch performances and use criteria to make judgements and suggest improvements ▪ explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances ▪ know what to look out for when observing actions, phrases and sequences ▪ describe what they see or do, using appropriate terminology ▪ recognise strengths in technique and in composition ▪ identify these strengths to others and pick out areas that they need to improve 	<ul style="list-style-type: none"> ▪ understand what it is important to include in a warm up for gymnastic activity ▪ recognise that a cool down is important ▪ understand how gymnastic activity helps their overall health ▪ know how to improve their own health and fitness ▪ explain the importance of preparing the body for gymnastic activities ▪ explain how strength, power and flexibility are important for good-quality work and control ▪ identify the parts of the body that work hardest, and choose safe exercises to prepare these for work
Teaching Activities:			
WEEK 1			
WEEK 2			
WEEKS 3 AND 4			
WEEKS 5 AND 6			
WEEKS 7 AND 8			