

**Unit:** Gymnastics Movements

**Time Allocation:** 8 Weeks (8 x 30min lesson)  
(10min extension activities)

**Strands covered:** Movement Skill and Performance & Healthy, Safe and Active Lifestyles

**Year group:** 5 / 6

**Class:**

**Unit Description:** Exploring the different ways the body can move and provide a foundation for skills associated with movement activities. Provide students with the opportunity to explore what their bodies can do, the space within which their bodies can move and the environment within which such movements take place. This will be achieved through movement exploration experience involving locomotor and non-locomotor skills, leading to acquisition of some specific gymnastic skills.

### Outcomes

#### A student:

- adapts movement skills in a variety of physical activity contexts PD3-4
- proposes, applies and assesses solutions to movement challenges PD3-5
- selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10
- selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences PD3-11
- creates and participates in physical activities to promote healthy and active lifestyles PD3-8
- applies and adapts self-management skills to respond to personal and group situations PD3-9
- selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10

### Skills

- Self-management
- Interpersonal
- Movement
- Critical and creative thinking
- Personal and social capability
- Numeracy
- Literacy

### Assessment

Formative assessment will take place during each lesson to monitor student's learning and provide ongoing feedback to improve skill development.

Summative assessment will take place during weeks 3, 5 & 7 of the program to evaluate student skill level.

### Resources

### Content

#### Movement Skill and Performance

- *perform and refine movement skills to a variety of situations, for example: vary locomotor movement patterns to cater for variations in movement*
  - adapt movement techniques to cater for the use of different equipment and physical activities or games settings, eg accuracy, force, speed, distance, direction and control
  - transfer sequence of locomotor and non-locomotor movements, eg floor to apparatus, mini trampoline to vault, balance beam, swing and land
  - adapt movement skills to perform own or set movement sequences with consistency
  - use feedback to modify and adapt performance as a result of practice, peer and self-assessment
- *practise specialised movement skills and apply them in a variety of movement sequences and situations, for example: (ACPMPO61)*
  - compose and perform a range of complex static and dynamic balances on different body parts individually and/or with a partner or small group
  - perform physical activities that involve a transition from one skill to another,
- *manipulate and modify elements of space, time, objects, effort and people to perform movement sequences, for example: (ACPMPO65)*
  - work with a partner to explore pushing and pulling movements and how these can be manipulated to perform counterbalances
  - appraise the quality of movement in order to modify and improve performance
- *apply critical and creative thinking to generate, create and access solutions to movement challenges, for example: (ACPMPO68)*
  - apply movement skills and strategies from other contexts to generate a solution to an unfamiliar movement challenge, eg games
  - assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences
  - propose and apply movement concepts and strategies to perform movement sequences at different levels using different types of equipment
- *participate positively in groups and teams by encouraging others and negotiating roles and responsibilities, for example: (ACPMPO67)*
  - respond appropriately to others when working in small groups on movement tasks or challenges
  - perform in ways that enhance the contribution of self and others in a range of cooperative situations
- *demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities, for example: (ACPMPO69)*
  - correctly interpret, explain and/or apply rules in games and physical activities

#### Healthy, Safe and Active Lifestyles

- *implement actions to maintain and improve the quality of an active lifestyle, for example:*
  - propose and participate in opportunities to increase their health and fitness levels at school and at home, eg walking, playing sport
  - demonstrate protective strategies that promote safe participation in physical activities, eg warm-up, cool-down, skills practise
  - recognise barriers to participation in physical activity and devise strategies to achieve personal active lifestyle goals
  - interact with people who can help them improve their fitness levels, game play or sport skills, eg peers
- *examine the role of physical activity in promoting health and wellbeing, for example:*
  - participate in physical activities designed to address fitness and health goals (ACMO064)

Students Learn To:

<b>Non-locomotor Skills</b>	<b>Locomotor Skills</b>	<b>Elements of Movement</b>	<b>Composition</b>
<ul style="list-style-type: none"><li>• Consolidate and practice non-locomotor skills</li><li>• Static<ul style="list-style-type: none"><li>- Balance (refining)</li><li>- Partner balance</li><li>- Counterbalance</li><li>- Handstand</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consolidate and practice locomotor skills</li><li>• Jumping/landing<ul style="list-style-type: none"><li>- Mounting, dismounting</li><li>- Tucks</li></ul></li><li>• Travelling on different body parts<ul style="list-style-type: none"><li>- Cartwheels</li></ul></li><li>• Rolling<ul style="list-style-type: none"><li>- Forward roll (incline)</li><li>- Forward roll (flat mat)</li><li>- Backward roll (incline)</li><li>- Backward roll (flat mat)</li><li>- Side roll</li></ul></li><li>• Climbing and hanging<ul style="list-style-type: none"><li>- Climbing frames</li><li>- Bars</li><li>- Rope ladder</li><li>- Climbing ropes</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Spatial awareness<ul style="list-style-type: none"><li>- Position</li><li>- Precision/accuracy</li><li>- Shape</li></ul></li><li>• Dynamics<ul style="list-style-type: none"><li>- Interplay of force and time</li><li>- Acceleration,</li><li>- Deceleration</li></ul></li><li>• Relationships<ul style="list-style-type: none"><li>- With other people,</li><li>- Pairs, trios, groups</li><li>- Matching, mirroring,</li><li>- Contrasting</li><li>- Counterbalancing</li><li>- With apparatus</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Combinations of locomotor and non-locomotor activities</li></ul>

Teacher Reflection & Evaluation:

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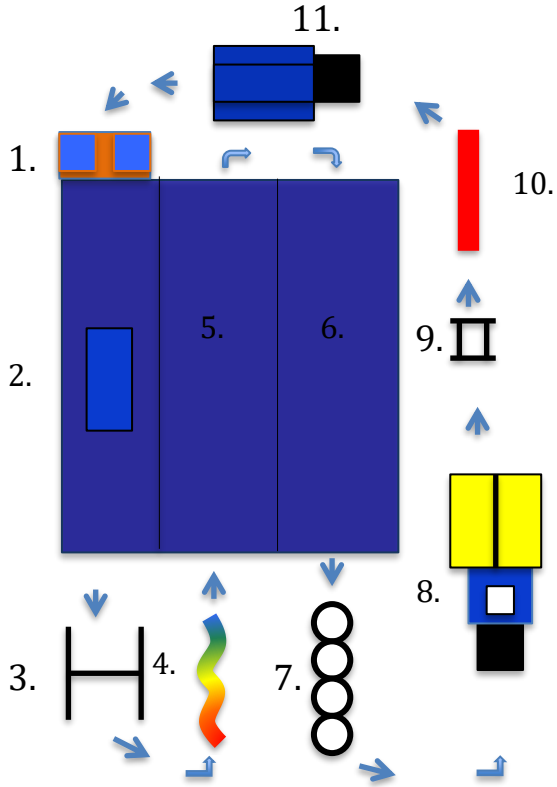
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Lesson #	Lesson Activities	Time
<p>#1 Stage 2 &amp; 3</p>	<p><b>Gymnastics Rules</b>  <b>Respect the equipment</b> – Do not use the equipment for anything other than what it is intended.  <b>Respect coaches</b> – Listen to coaches instructions and only do the activities that have been explained and demonstrated.  <b>Encourage Others</b> – Regardless of skill level, students are to encourage and show respect to their peers throughout the lesson.</p> <p><b>Warm Up – Games (see games list)</b></p> <p><b>Stretches &amp; Shapes – Non locomotor</b>  Conduct warm up to prepare muscles and joints for exercise.  Teach body shapes and examples of how to use them in gymnastics motorbike, soldier, pencil, star, tuck, pike, straddle, angry cat, bear, crab, bunny hops, passé’.</p> <p><b>Jumps – Spring &amp; landing</b>  Teach students different jumps starting from a soldier shape with hands by your side.  Upon landing, students must show their ‘motorbike’ shape and hold the position for 3 seconds.  <b>Explain the importance of landing safely.</b></p> <p><b>Circuit – Various learning outcomes</b>  Line students up in a position where they can see all the activities.  Set up circuit activities for students to complete.  Explain and demonstrate the skills on each of the apparatus, reinforcing safety and correct technique.</p> 	<p>2min</p> <p>5mins</p> <p>3min</p> <p>2mins</p> <p>15min</p>

Activities:

1. **Vaulting** – place hands on vault boxes, jump feet on and over ES1, jump feet over S1.
2. **Log roll** – Lay on back with arms and legs stretched out straight, rolling down keeping dish shape. *Longitudinal rotation*
3. **Tuck hang** – Place hand on bar, with straight arms, lift knees to chest, hold position for 3-5seconds. *Statics & Abdominal strength*
4. **Step dips** – Standing on beam. Step one foot in front of the other, with every step dip one foot down to the ground, walking the length of the beam. *Balance & Focus*
5. **Bunny hops** – Keeping feet and knees together, bend knees to place hands on floor in front, spring both feet off and back on the floor, landing on feet. *Coordination & Upper body supports*
6. **Crab/Bear walks** – Standing in star shape, with straight legs, place hands on floor in front of body, crawl in this position. *Locomotor & Cross lateralisation*
7. **Cat leaps**–
8. **Tuck Jump** - Jumping off both feet, make tuck position in flight, land on both feet. *Spring & Landing*
9. **Support Hold** – Place hands on top of parallel bars, lift feet off floor and hold position for 3-5 seconds. *Non locomotor & Upper body strength*
10. **Passe' Balance** - Walk into middle of beam lift one foot to opposite knee, hold for 3-5 seconds. *Balance*
11. **Star Jump** – Jump from both feet making star shape in flight, landing in motorbike for 3 seconds. Spring and landing.

Cool Down

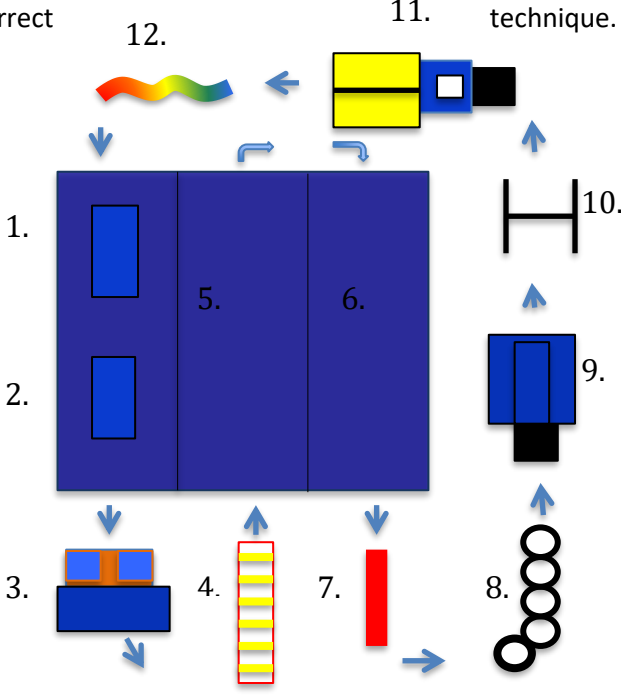
Quick revision of shapes and jumps.

**40 Minute Additions**

Balance competition. Releve'

Finish with a game.

10 min

Lesson #	Lesson Activities		
#2 Stage 2 & 3	<p><b>Warm Up – Game (see games list)</b></p> <p><b>Stretches and Statics – Non locomotor &amp; Positioning</b>            Conduct warm up to prepare muscles and joints for exercise.            Reinforce all shapes covered previously with higher emphasis on technique.            Shapes include; motorbike, soldier, pencil, star, tuck, pike, straddle, angry cat, bear, crab, bunny hops.            This week's new shapes are;  <b>'Lunge'</b>. Students start in pencil shape, step one foot forward, keep front leg slightly bent and back leg straight.            Teach students the importance of this shape and how it prepares students to perform handstands and cartwheels.  <b>'Supports'</b>. Front support, hands and feet on the ground with shoulders in line with hands. Teach students to have their body in a straight line with their hips not too low or too high. Back supports, starting in L shape put hands flat on the ground and push hips as high as possible.  <b>'Attitude'</b> – Start in lunge lift back leg with a bent knee keeping the knee and foot parallel. Teach students to balance with arms outstretched and body upright.</p> <p><b>Jumps</b>            Teach <b>half turns</b> (180), <b>Full turns</b> (360) <i>Sagittal rotation</i></p> <p><b>Safe Falling</b>            Prepare students on how they would manipulate their body to fall and do minimal damage to themselves, if they were to fall on a hard surface.            Place students in lines, standing shoulder to shoulder with plenty of room in front and behind them.  <b>Lunge fall</b> – After a jump, if landing off center, teach stepping out into a lunge from motorbike with arms outstretched.  <b>Forwards Falls</b> – From a standing position, students should fall to their knees, then hands, then bend arms similar to the eccentric phase of a push up, while turning their head to one side.</p> <p><b>Circuit – Various learning outcomes</b>            Line students up in a position in which all can see the activities.            Explain and demonstrate the skills on each of the apparatuses, reinforcing the safety and correct technique.</p>  <p>The diagram shows 12 numbered apparatuses arranged in a circuit:</p> <ul style="list-style-type: none"> <li>1. Blue rectangular mat with a blue rectangle in the center.</li> <li>2. Blue rectangular mat with a blue rectangle in the center.</li> <li>3. Blue rectangular mat with a blue rectangle in the center and a blue arrow pointing down.</li> <li>4. Yellow rectangular mat with a yellow rectangle in the center and a blue arrow pointing up.</li> <li>5. Yellow rectangular mat with a yellow rectangle in the center.</li> <li>6. Yellow rectangular mat with a yellow rectangle in the center.</li> <li>7. Red rectangular mat with a red rectangle in the center and a blue arrow pointing right.</li> <li>8. A stack of four white circles.</li> <li>9. A blue rectangular mat with a blue rectangle in the center and a blue arrow pointing up.</li> <li>10. A black horizontal bar with a blue arrow pointing up.</li> <li>11. A yellow rectangular mat with a yellow rectangle in the center and a blue arrow pointing up.</li> <li>12. A wavy, multi-colored mat with a blue arrow pointing down.</li> </ul>	5mins  3mins          2mins          5mins          15mins	

Activities:

1. **Log roll** – Lying in dish shape roll down the wedge attempting to keep feet and hands off the ground. *Longitudinal rotation.*
2. **Egg roll** – Lying on back, tuck knees to chest and hold knees with each hand. Rolling sideways. *Longitudinal rotation & Spatial awareness*
3. **Vaulting** – Place hands on vault and jump feet over box.
4. **Tuck Jumps** – In each rung of the ladder perform a tuck jump, attempt to bound continuously as far as possible. *Spatial awareness*
5. **Dog with a sore leg** – Start in lunge shape place hands flat on the floor and kick back leg and straight, hop bottom foot. *Coordination & Upper body supports*
6. **Crab walks/Bear walks** – Start sitting in L shapes, place hands beside body with fingers facing forward. Bend knees and push stomach upwards, walks forwards. Halfway start bear walks. *Locomotion, Coordination, Strength and Flexibility*
7. **Attitude balance** – Walk half way across beam, lift foot out behind and bend the knee keeping knee and feet parallel hold for 3-5 seconds then walk the rest of the way. *Balance*
8. **Cat-leaps** – In each hoop lift one knee to horizontal then switch legs. *Coordination*
9. **Star Jump** – Jumping off both feet, make star position in flight. *Spring & Landing*
10. **Monkey walks** – Hold onto bar with legs in tuck position holding a beanbag between the knees and walk hands across bar. *Locomotion & Full body strength.*
11. **Tuck Jump** - Jumping off both feet, make tuck position in flight, land on both feet. *Spring & Landing*
12. **Step kicks**– Walking along beam, with each step dipping a foot down to the ground with a small kick afterwards maintaining balance. *Balance & coordination*

Cool Down

Encourage students to practice jump and land skills at home.  
Explain to students that first assessment of skills will happen next week.

40 minute lesson additions

Teach tuck rocks to standing position.  
Team challenge – Two teams line up along the Velcro strips holding hands and attempt to tuck rock to stand with the whole team.

10mins

Lesson #	Lesson Activities		
#3 Stage 2 & 3	<p style="text-align: center;"><b><u>Assessment 1</u></b></p> <p><b>Warm Up</b> – Students follow the coach in a line around the gym while performing warm up skills such as, skipping, jogging, chasse', hopping etc.</p> <p><b>Stretches &amp; Shapes – Statics</b>            Conduct warm up to prepare muscles and joints for exercise.            Reinforce all shapes covered previously with higher emphasis on technique.            Shapes include; motorbike, soldier, pencil, star, tuck, pike, straddle, lunge, angry cat, bear, crab, bunny hops, passé', Attitude.</p> <p><b>Assessment skills</b>            Practice skills that students will be assessed on this lesson. Attitude balance, Tuck Jump, Half turn (S2) and full turn (S3).</p> <p><b>Circuit – Various learning outcomes</b>            Line students up in a position in which all can see the activities.            Explain and demonstrate the skills on each of the apparatuses, reinforcing the safety and correct technique.</p> <div style="text-align: center;"> </div>	5mins   3mins   2mins   15mins	

Activities:

1. **Tuck/Half turn (180') – S2.** *Spring and Landing*  
**Full turn (360')/Tuck jump – S3.** *Spring and Landing.*
2. **Attitude Balance – S2 & S3.** *Balance.*
3. **Support hold** – Place hands on top of the parallel bars and lift legs into a half-pike position, hold for 3-5 seconds. *Upper & lower body strength.*
4. **Cartwheel kick** – Place hands on box in butterfly shape and kick legs over box one at a time keeping legs straight. *Transverse rotation & Support.*
5. **Elephant walks** - Start in star shape and place hands flat on the ground. The right foot and right hand move at the same time stepping forward then the left. *Locomotion & Cross Lateralization.*
6. **Long jumps** – Bounding off two feet into each hoop. *Spring and Landing.*
7. **Half/Full turns – Jumping off two feet, perform a 180 or 360 turn in the air.** *Spring and Landing.*
8. **Beam jumping** – Start with feet either side of the beam, jump both feet onto beam and back down adding in half turns for difficulty. *Balance & Coordination.*
9. **Monkey walks** – Holding on to the bar lift both feet into a tuck position with a beanbag between the knees and walk hands along the bar. *Full body strength & Locomotion.*
10. **Half turn** – Jumping off both feet perform a 180 turn in the air. *Spring & Landing.*
11. **Crab walks** – Holding on to the bar with both hands lift feet up in front onto the bar and walk along. *Strength and Flexibility.*
12. **Balance boards** – Balance on one foot keeping the sides of the board off the ground. *Balance.*
13. **Forward roll** – From standing with legs apart, place hands on the floor tuck chin to chest and roll forward. *Anterior rotation.*

10 mins

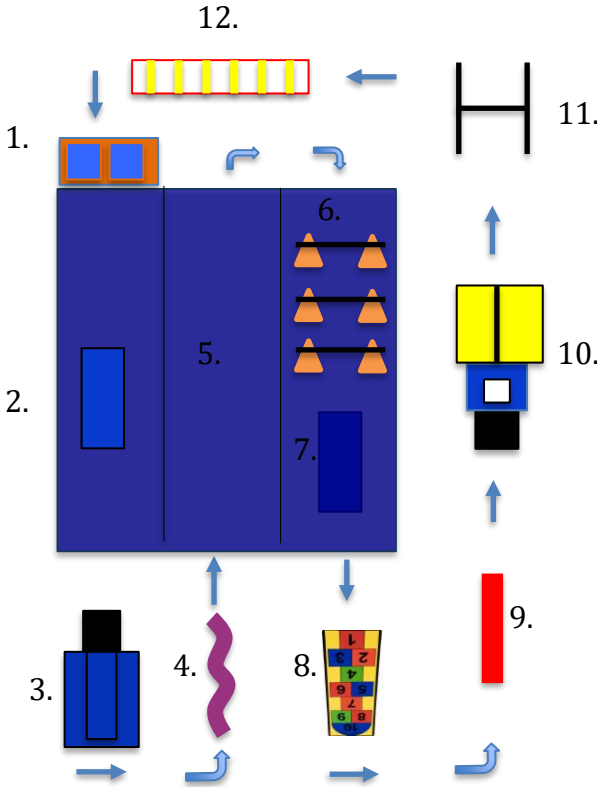
**Cool Down**

Light Stretches. Finish with a game if time.

**40 Minute Additions**

Teach frog hold activity - Starting on toes bend down to put hands flat on the mat in front. Whilst pressing elbows into inside of knees attempt to lift feet off the ground and balance solely on hands.



Lesson #	Lesson Activities		
#4 Stage 2 & 3	<p><b>Warm up – Game (see games list)</b></p> <p><b>Stretches &amp; Shapes – Statics</b>            Conduct warm up to prepare muscles and joints for exercise.            Reinforce all shapes covered previously with higher emphasis on technique.            Shapes include; motorbike, soldier, pencil, star, tuck, pike, straddle, lunge, angry cat, bear, crab, bunny hops, passé', Attitude.            This weeks new shapes;  <b>'Arabesque'</b> – Start in lunge shape, lift back leg keeping it straight, keep arms outstretched and chest upright.  <b>'Half – pike (wolf)'</b> – Start sitting on knees and stretch one leg out in front. Reach towards the front foot.</p> <p><b>Backward roll preparation</b>            Organize students to sit in tuck shape in three rows.            Explain where their hands should be during a backward roll.            Instruct students to perform tuck rocks with their hands place in the right position for a backward roll.            Inform students that we will be doing backward <u>shoulder</u> roll not a backward roll and the difference between them.</p> <p><b>Circuit – Various learning outcomes</b>            Line students up in a position in which all can see the activities.            Explain and demonstrate the skills on each of the apparatuses, reinforcing the safety and correct technique.</p> 	5mins  3mins  3mins  15mins	

Activities:

1. **Vaulting** – Place hands on vault boxes and attempt to jump legs over while keeping them straight.
2. **Forward roll (wedge)** – Start in star shape, put hands flat on the ground, tuck chin to chest and roll forward. *Anterior rotation.*
3. **Throw and catch** – Jumping off two feet perform a skill in the air and catch the beanbag thrown from a partner below. *Spring & Landing, Coordination.*
4. **Full turn** – Walk to the middle of the beam and attempt to turn all the way around without falling off. *Balance.*
5. **Half handstand** – Start in lunge shape put hands flat on the ground in front and kick back leg to full height while the bottom leg stays straight at 90°. *Supports & Spatial awareness.*
6. **Hurdles** – Scissor kick over first hurdle using leg closest to the hurdle to jump first, under the second and scissor again for the third. *Spatial awareness.*
7. **Forward roll (floor)** – Start in star shape put hands flat in front on the floor tuck chin to chest and roll forward. *Anterior rotation.*
8. **Hopscotch** – Using half turns or going backwards.
9. **Arabesque balance** – Walk to the middle of the beam and lift a leg straight up the back keeping body upright, hold for 3 – 5 seconds. *Balance.*
10. **Straddle jump** – Jumping off both feet perform a straddle shape in the air reaching for both feet. *Spring & Landing, Flexibility.*
11. **Straddle hang S2**– Holding on to the bar with both hands lift both legs into a low straddle shape with straight legs. *Lower body strength & Flexibility.*  
**Pull – up** – Holding on to the bar with hands over the bar (not a chin up) jump up and hold chin over bar for 3 seconds. *Upper body strength.*
12. **Ladder** – Pistol jumps, in every rung of the ladder stand on one foot with the other outstretched and bend as far down as possible, jump to the next and switch legs. *Lower body strength & Locomotion.*

Cool Down

Light stretches. Remind students there will be assessments next week.

40 Minute Additions

Rhythmic Hoop activities;

- Hold hoop above head in pencil shape drop hoop, trying not to touch body.
- Drop hoop again but start in star shape. Remind the class that you have to jump your feet in quickly so the hoop does not touch you.
- Drop the hoop from above head; over the body and catch under foot, the hoop should be trapped between the ground and feet.
- Starting with the hoop on both feet jump legs up in ‘froggy’ shape and catch the hoop with both hands.
- ‘Retro roll’, hold the hoop in one hand with index finger along the hoop, as you swing the hoop forward start to pull backwards and release. The hoop should roll back to you.
- If time finish with hula.

10mins



Activities:

1. **Backward shoulder roll** – Start sitting on the wedge facing away from the wedge as you roll backwards both hands are flat on the wedge and your head turns sideways so that your body rolls over the shoulder. *Posterior rotation.*
2. **Crocodile snaps** – Start in lunge shape hands are placed flat on the box and as the back leg kicks up to full height the bottom one joins to snap feet together and back down to land on the bottom foot. *Supports & Spatial awareness.*
3. **Support hold** – Place hands on parallel bars and lift feet up to half pike shape. *Upper body strength.*
4. **Arabesque balance** – Walk into the middle of beam and lift back leg out straight with body upright, hold for 3 – 5 seconds. *Balance.*
5. **Half handstands** – Start in lunge place hands flat on the ground kicking back leg up to full height while the bottom leg stays straight at 90°. *Supports & spatial awareness.*
6. **Cartwheel** – From a lunge position turn hands sideways place in front of front foot and kick legs over to other side of hands. *Transverse rotation.*
7. **Forward roll (floor)** – Start in star shape, put hands flat on the ground tuck chin to chest and roll forward. *Anterior rotation.*
8. **Straddle hang S2** – Hold the bar with both hands and lift both legs up to a low straddle shape with straight legs. *Full body strength.*  
**Pull up S3** – Hold bar with both hands with hands over the bar (not a chin up) and lift chin over bar for 3 seconds. *Upper body strength.*
9. **Straddle jump** – Jumping off both feet perform a straddle shape in air reaching for both feet. *Spring & Landing.*
10. **Swing to crab** – Hold on to the parallel bars and swing legs together 3 times finishing with legs on parallel bars in front in crab shape. *Upper body strength & Control.*
11. **Half/Full turn** – Jumping off both feet perform either a 180 or 360 turn. *Spring & Landing.*
12. **Dome jumps** – Starting with both feet on individual domes jump with both feet onto the next pair. *Locomotion & Balance.*

10 min

Cool Down

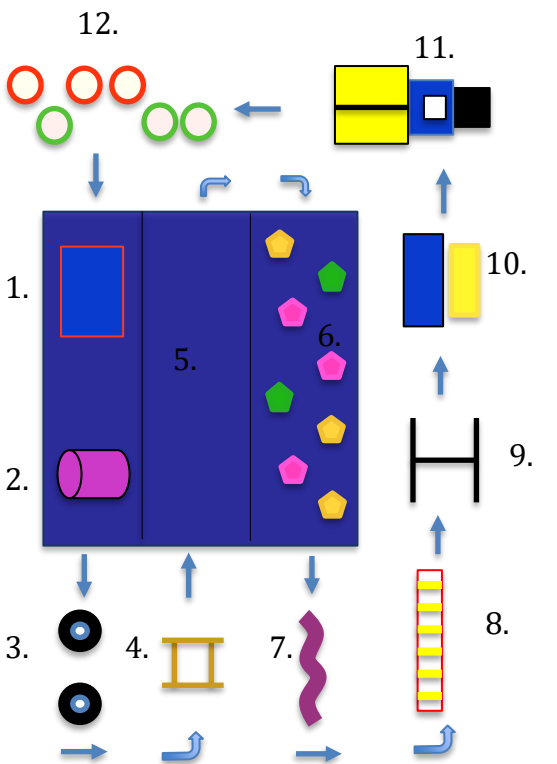
Light stretches. Game if time permits.

40 Minute Additions

**Finger fencing** – Students hold opposite hand with their partner and attempt to touch their shoulder or knee with their finger.

**Tug of war** – Students are to stand either side of a line in monkey grip and on go the first over the line loses.

**Head tag** – Students hold their partners wrist with one hand and their partner holds the other. By pulling and pushing the aim is to tag the others head with the free hand.

Lesson #	Lesson Activities		
#6 Stage 2 & 3	<p><b>Warm Up – Game (see games list)</b></p> <p><b>Stretches &amp; Shapes – Statics</b>            Conduct warm up to prepare muscles and joints for exercise.            Reinforce all shapes covered previously with emphasis on technique.            Shapes include; motorbike, soldier, pencil, star, tuck, pike, straddle, lunge, angry cat, bear, crab, bunny hops, arabesque, back support.</p> <p><b>Push up activity</b> – Teach students the correct method of doing a pushup.            As a class attempt a 10 seconds pushup lowering until the last second.</p> <p><b>Circuit – Various learning outcomes</b>            Line students up in a position in which all can see the activities.            Explain and demonstrate the skills on each of the apparatuses, reinforcing the safety and correct technique.</p> 	5mins   3mins   3mins   15mins	

Activities:

1. **Backward shoulder roll** - Start sitting on the wedge facing away from the wedge as you roll backwards both hands are flat on the wedge and your head turns sideways so that your body rolls over the shoulder. *Posterior rotation.*
2. **Cylinder (spotted)**– Lying back on the cylinder place hands flat on the floor to support your body and kick off the cylinder with one foot the end standing. *Flexibility & Upper body strength.*
3. **Balance boards** – With one-foot balance keeping all edges of the board off the ground.
4. **Support hold** – Both hands on parallel bars lift feet up into L shape, hold for 3 seconds. *Full body strength.*
5. **Crocodile snaps / Cartwheels** – Start in lunge shape with hands flat on the ground kick legs up to snap. Halfway perform cartwheels the rest of the way.
6. **Stepping-stones** – Attempt to run or jump along the stepping-stone without touching the blue mat. *Decision-making.*
7. **Balance** – With one foot on the beam keeping the other on the ground bend down to touch the grounded foot with the opposite hand. *Balance & coordination.*
8. **Hickey shuffle** – Start with both feet beside the ladder, step two feet in then one foot out to the other side, step the other foot forward one run. *Lower body coordination*
9. **Swings** – Holding the bar with both hands swing feet through into tuck shape and perform 3 swings. *Swing.*
10. **Support turns** – Start in front support with feet on the box, turn to side support then back support and back over again while keeping body in a straight line. *Supports.*
11. **Donkey Kicks** – Stand on trampoline with hands on the box, jump with legs out straight, on the third jump straighten and jump backwards on to the mat. *Kinaesthetic awareness.*
12. **Step-hop pattern** - Follow the pattern, only left foot can go in the hoops to the left and right foot goes in hoops to the right. *Lower body coordination*

10mins

**Cool Down**

Light stretches. Finish with a game if time permits.

Explain to students that the final assessment will be next week.

**40 Minute Additions**

Hoop team challenge- Students stand in a circle holding hands, one hoop I introduced into the circle, on go students are to manipulate the hoop to get it around the circle once without letting go of hands.

Lesson #	Lesson Activities		
#7 Stage 2 & 3	<p style="text-align: center;"><b><u>Assessment 3</u></b></p> <p><b><u>Warm Up – Game</u></b></p> <p><b><u>Stretches &amp; Shapes – Statics</u></b>            Conduct warm up to prepare muscles and joints for exercise.            Reinforce all shapes covered previously with emphasis on technique.            Shapes include; motorbike, soldier, pencil, star, tuck, pike, straddle, lunge, angry cat, bear, crab, bunny hops, arabesque, back support.</p> <p><b><u>Assessment skills</u></b>            Practice skills that students will be assessed on this lesson. Half handstand S2, Crocodile snaps S3 and cartwheels.</p> <p><b><u>Circuit – Various learning outcomes</u></b>            Line students up in alphabetical order in a position where students all can see the activities. Explain and demonstrate the skills on each of the apparatus, reinforcing the safety and correct technique.</p> <div style="text-align: center;"> </div>	5mins  2mins  3mins  15mins	

Activities:

1. **Forward roll (floor)** – Using Blue mat.
2. **Cartwheel** - From a lunge position, turn hands 90’ towards the leg that is stepped forward, place hands on floor and kick off one foot at a time, step out one foot at a time, landing in a star shape. *Transverse rotation*
3. **Half handstand S2** – Starting in lunge shape hands flat and legs straight, finish in lunge shape.  
**Crocodile snaps S3** – Starting in lunge shape hands flat and legs straight finish in lunge shape.
4. **Soldier walks** – Put both hands on parallel bars lift feet and walk hands along bars. *Upper body strength.*
5. **Movement balance** – Walk to the middle of beam lift leg into front horizontal, slowly move leg around keeping it horizontal to finish in arabesque. *Balance.*
6. **Inchworm** – Start standing with feet together and hands flat on the floor directly in front of feet, walk hands as far forward as possible to get low to the ground without collapsing then walk feet to meet hands. *Full body strength & Locomotion.*
7. **Partner forward roll** – Stand on the wedges holding inside hands use free hand to put flat on the wedge tuck chin to chest and roll forward. *Anterior rotation.*
8. **Cylinder (Spotted)**– Laying back on the cylinder place hands flat on the floor to support your body and kick off the cylinder with one foot the end standing (Use box to stop cylinder moving for larger students). *Flexibility & Upper body strength.*
9. **Balance** – With one foot on the beam keeping the other on the ground bend down to touch the grounded foot with the opposite hand. *Balance & coordination.*
10. **Partner beanbag toss** – Jumping off both feet toss beanbag to partner before landing. Add skills for more difficulty. *Spring & Landing, Coordination.*
11. **Rings** – Holding the inside of the rings close to the body lift feet up and hold for 3 – 5 seconds. Add tuck or L shape for more difficulty. *Support and Upper body strength.*
12. **Half-pike (wolf)** – Jumping off both feet have one leg out straight and one bent in the air to perform a wolf jump. *Spring & Landing.*
13. **Hoppers** – With one foot either side of the ball attempt to hop.

10mins

Cool-Down

Light stretches. Game if time permits.

40 Minute Additions

Partner log roll – Students make two lines, first two students lay on their backs arms above their head holding hands. A beanbag is put between their feet and they attempt to roll the end without dropping either beanbag.



#8  
Stage 2 & 3

**Final Week!**

**Warm Up – Game (see games list)**

5mins

**Stretches & Shapes – Statics**

**Ask students to give suggestions of shapes and stretches they have learnt.**

Conduct warm up to prepare muscles and joints for exercise.

Reinforce all shapes covered previously with emphasis on technique.

Shapes include; motorbike, soldier, pencil, star, tuck, pike, straddle, lunge, angry cat, bear, crab, bunny hops, arabesque, back support.

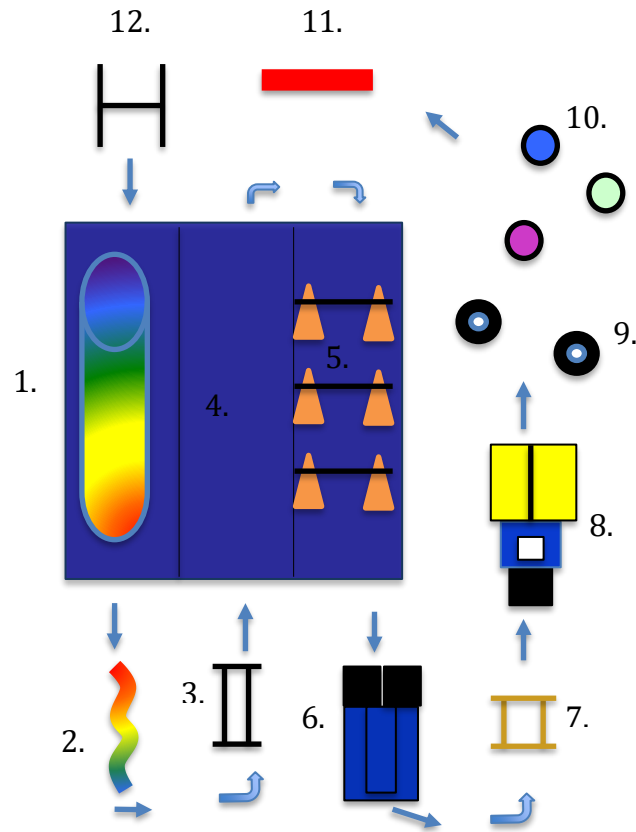
5mins

**Circuit – Various learning outcomes**

Line students up in a position in which all can see the activities.

Explain and demonstrate the skills on each of the apparatuses, reinforcing the safety and correct technique.

15mins



Activities:

1. **Tunnel** – Crawl through tunnel one at a time.
2. **Partner switch** – Both students stand on the beam and face one another. Holding hands attempt to step around each other to find balance on the other side of beam. *Balance & Cooperation.*
3. **Soldier walks** – Holding the parallel bars lift feet and walk hands along. *Upper body Strength.*
4. **Handstands/Cartwheels** – Start in lunge hands flat on the floor kick up to full height with straight legs. Start in lunge turn hands outward and put flat on floor kicking over to land feet on other side of hands.
5. **Hurdles** – Cartwheel over first tuck over second and cartwheel over third.
6. **Pike/Straddle** – Choose from pike or straddle jumping off both feet performing shape in air. *Spring and Landing.*
7. **Support hold** – Hands on parallel bars lift legs into L shape and hold for 3 – 5 seconds. *Upper body strength.*
8. **Choice of jump** – Jumping off both feet perform a jump that was taught this term. *Spring and Landing.*
9. **Hoppers** – With one foot either side of the ball attempt to hop.
10. **Wobble boards** – Keep the edges of the board off the ground, use a beanbag for added difficulty. *Balance, Spring & Landing.*
11. **Scissor jump – Walk to the middle of the beam, with one foot in front of the other jump off both feet and switch them in the air to land back in original position.**
12. **Support to roll (spotted)** – Either from the ground or using a box hold the bar with both hands and jump up to front support with bar at hips. Roll forward slowly and over to tuck hang. Teach students not to switch hands over and to roll slowly. *Support, Upper body strength & anterior rotation.*

10mins

Cool-Down

Light stretches. If time play a game.

Explain to students how well they have done this term.

Ask students for a show of hands whether they;

-Learnt a new skill this term?

-Think they got better at gymnastics this term?

-What was their favourite thing about the program?

40 Minute Additions

Partner activities;

Double V sit – Sit facing partner with bottom of toes against each other and hold hands. Push feet through hands and straighten.

Double straddle sit – Same as before except legs go on the outside of hands.

Partner stand – Start sitting back-to-back, link arms and push against each other to stand.