



## Rationale for shared teacher guidance in PE - Gymnastics

This is a guide to how we teach Gymnastics in PE at CAW. In this document you will find the concepts behind how and why we teach gymnastics in the way that we have designed it, and how to plan accordingly to enable children to be physically literate. Physical literacy is the term used to describe children who have the physical competence and knowledge, understanding, confidence and motivation for engagement in physical activities.

## The Leadership of Gymnastics at CAW

Quality of Education Lead	PE Specialist	PE Coordinator
Thomas McMorris	Rachael Al Hattabi	Jess Briggs

## The Teaching of Gymnastics

To best meet the needs of children in gymnastics we adopt a skills approach and use resources from TOPS/Skills2Play cards. Each lesson focuses on one specific skill that is modelled alongside three key teaching points, which enable children to acquire that skill. Our lessons follow a simple structure of five stages (see below), with the Individual, Paired and Group activities all giving children opportunities to practise a specific physical skill in scenarios on their own, with one other and in groups. Children adapt their activities by using self-differentiation using the term STEP. This is adjusting their activity by Space, Task, Equipment and People. The teaching of gymnastics requires staff to model (using either video, an excellent volunteer or by doing it themselves) a skill, as well as modelling or discussing how to differentiate the activity to adjust the level of challenge. The use of pictures for children to use, to help self-select their movements/balances and to order their sequences, is an important tool to use alongside modelling in each gymnastics lesson.

In a lesson the individual activity should be used to give children the opportunity to learn a new skill, and possibly new movements/balances that have been modelled. Key safety guidance will be shared with the children here too. In the paired and group activities, more focus should be set on pupil choice within the skill. This is a key fundamental of gymnastics to ensure children do not develop negative attitudes towards the area of learning. A good lesson will allow a child to be taught how to learn a new skill, before being allowed to choose whether to continue using this new learning with a partner or to revisit prior learning.

(E.g. A child may be learning how to be able to perform rolls with control (learning objective). The IA may be learning to perform a backwards roll, in the PA they may choose 2 rolls to perform in unison with a partner, in the GA they may choose 3 rolls to perform in a sequence. In the PA and GA they may choose to use the new learning of a backwards roll, however they may decide to choose less challenging, and previously taught rolls. This allows those children with less confidence to be taught a new skill (ie a backwards roll) but not be forced to perform for a long time, which may develop negative attitudes towards gymnastics. The backwards roll can be revisited in the next lesson.) In this way, gymnastics is giving children the learning of new skills and helping develop their physical literacy, as well as giving them opportunities to be artistic, creative and able to choose the movements, order and performance of these skills.



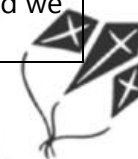


## When Medium Term Planning for Gymnastics consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
<p>Videos of what the sport looks like professionally at the highest level of both the male and female sport is an effective way of inspiring children to perfect their skill, as well as modelling specific skills. Videos of children/adults who are not experts also helps make children feel they are able to realistically achieve these skills.</p> <p>TOPS/Skills2Play cards are effective games cards to adapt for skills teaching.</p>	<p>Use PE Curriculum Overview for the year to aid planning of the skills.</p> <p>Use PE Specialist's plans for breakdowns of the learning objectives for the half term for each year group</p>	<p>PE Specialist PE Co-ordinator</p>	<p>The first 3 or 4 weeks should be floor based, allowing children to focus on movements/balances on mats.</p> <p>Weeks (4),5 and 6 should involve apparatus, where children learn to adapt floor learning to low and high apparatus.</p> <p>For Key Stage 2, week 6 should involve some or all of the wall bars alongside high apparatus (see setups below)</p>
<p>Content/Time: PE is taught at our school twice a week for an hour (so all children get 2 hours per week). On the days children do not have PE, they do '1K a day' (see '1K a day' rationale). Therefore, in total, children spend 2 hours 30 minutes engaged in timetabled PE/1K a day per week.</p>			

## Most effective lessons look like...

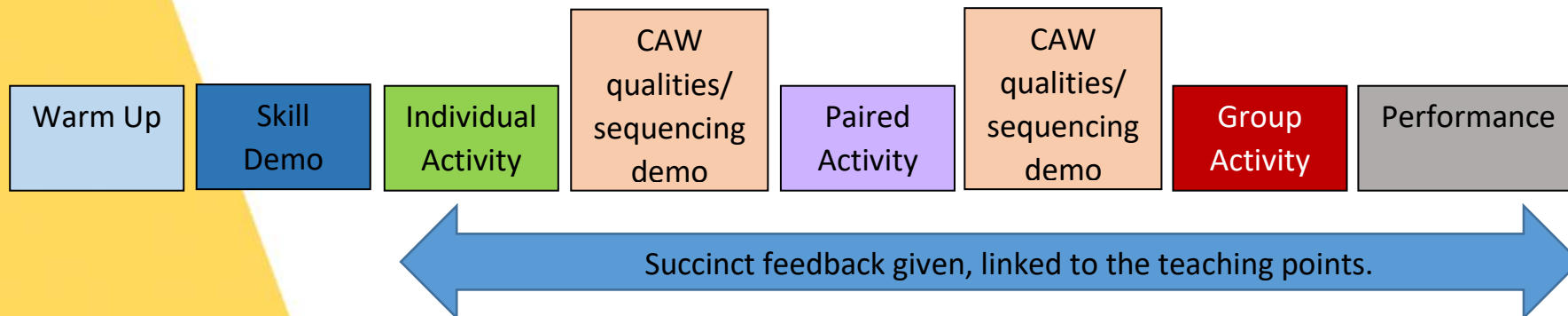
1. Warm Up – an activity that is physically active for 5 minutes and involves some stretches (KS1 whole body stretches throughout warmup, KS2 some specific body stretches). Warm ups do not need to be linked to the lesson (e.g. a tagging game could precede the lesson)
2. Individual Activity - children practise a skill with 3 teaching points. Challenges may be set to allow them to differentiate using STEP. Children will self-assess their progress with the three teaching points. Pictures will be available for children to allow them the chance to copy what they have seen modelled and also have it as a reference point later in the lesson/term. This creates a 'bank' of ideas to be used over the half term of learning.
3. Paired Activity – children practise the skill with a partner. This may be the same balance/movement they did in the IA, or may be revisiting prior learning also (see above regarding avoiding negative attitudes to gymnastics). Pairs are given time to be creative in the way they perform the skills learnt, but modelling of how to do this and a focus should be given (ie good modelling of sharing, selecting tasks and also gymnastic specific language e.g. perform in unison). During the PA there may be opportunity for peer assessment and feedback linked to the three teaching points. It is best practise at CAW for the children to self-select their partner as this replicates the playground environment (choosing who to play with) and we have seen at CAW PE this has had a great influence on playground behaviour.





4. Group Activity: In gymnastics there may not always be a need for GA as the paired activity may lead to a performance in the plenary. However, it is good practise to use group activities in some of the six lessons in the term. It is likely that in the group activity children will be using prior and new learning to create a sequence to perform. Modelling of good group work and gymnastics specific language should be discussed by the teacher as in the PA. During the GA there may be opportunity for peer assessment and feedback.
5. Cool Down/Plenary: It is likely in most lessons that the plenary/cool down will involve some sequence performances. It is acceptable practise that in some weeks groups are chosen to perform that show a high level of gymnastic performance, collaboration and skill level, to allow others to aspire to reach that level. However it is also extremely important that children of low levels of skill but high levels of perseverance and progress are recognised too, as part of CAW's growth mindset values. It is important that over the six weeks all children are asked to perform at least once. Good practise for when requiring all children to perform is to have half a class performing, whilst the other half observe (pairing up groups allows for quality feedback as well as children not feeling too nervous about performing to the whole class alone). Then reverse this so all children perform. This is often a good idea in the last week of floor work so children have had chance to develop their skill level and confidence. The teacher can indicate these expectations at the start of week one, so those who are keen to perform know they will have chance to, and those who are not so keen have expectations set out and fears allayed (important to make it explicit to these children that they will be performing in front of another pair, so as to alleviate anxiety).  
During performances, whether observing or self-assessing, children should be assessing against the three teaching points focus of the lesson and the learning objective. This should be explicitly modelled by the class teacher during the half term and in each lesson.

## An effective gymnastics lesson might look like this





## Pupil outcomes

### Intended Learning

Learning objectives should be taken from the PE Skills Overview of the specific academic year. These have been taken from the 'Chris Quigley Essentials Content' (2016) skills document that follows the National Curriculum. Some of these may need to be adapted due to their broad nature, so please refer to the PE Specialist's broken down learning objectives from the medium term plans, or speak to the PE Specialist regarding breaking these objectives down further into specific skills.

### Demonstrable Outcomes

Children should be able to demonstrate these skills during the IA, PA and GA of a lesson. Progress and acquisition of skill should be demonstrated throughout these activities in all six weeks.

In particular, in weeks 3 and 4 children should be able to select, sequence and perform a variety of gymnastic movements and balances to an age appropriate standard.

In weeks 4, 5 and 6 they should be able to apply these skills to apparatus work too.

## SEND support

When medium term planning for PE, teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate SEND differentiation using STEP (Space, Task, Equipment and People).

In line with our teaching and learning policy our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level and resources are readily available to provide the most appropriate entry point to work. For children with a disability or with mobility issues, tasks are carefully adapted to allow these children to be a part of the whole class lesson, whilst still being able to make progress in their physical skills.





## Feedback

Please refer to our Feedback and Marking Policy in line with this guidance




Feedback from teachers should be accurate throughout the lesson and be linked to the skill being learnt and it's 3 teaching points. Feedback from the teacher should be based on observation and then be verbally shared with the child in the following ways:

1. Which teaching point/s the children are achieving.
2. Which teaching point/s the children need to work on and how to do it, using modelling where appropriate.
3. Discussion of adapting the task using STEP to make the task less/more challenging, which will enable the child to make progress on areas identified needing practise.

Alongside this, children should be able to evaluate their own and others performances using the three teaching points. Using a whiteboard to initial, iPads to picture and video, discussion, questioning and observing others, children should be able to identify strengths and weaknesses in the lesson of theirs and others performances. They should be able to articulate effective feedback in the cool down/plenary part of the lesson. This will be modelled from the teacher and could include strengths of the performance only, or a mixture of 2 positives and 1 area for development. The weekly sessions should be planned to allow time for performance and feedback as an ongoing focus of the gymnastics cycle.

By the end of a lesson, with feedback from the teacher and other members of the class, each child should know what they can do and what they need to continue to improve.



To be able to choose and combine running and passing techniques in game situations.		
Watch your player and tick/comment on whether they have achieved these learning stars.		
	If there is space to run into, run forwards towards the tryline.	1 ✓ good running forward with teammates ✓ 2 ✓ running close to tryline and back an forward
	If your tag is taken, pass to a teammate without panicking.	1 ✓ good at not panicking 2
	Pass backwards towards your own tryline.	
→ go closer to your tryline		



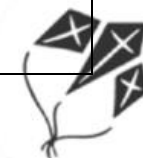


## Key Stage 1 Example - Gymnastics Skills Medium Term Plan (Year 1 Rolls)

### Skills:

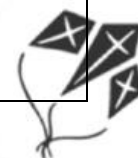
- Jump in a variety of ways and land with increasing control and balance.
- Copy and remember actions.
- Move with some control and awareness of space.
- Stretch and curl to develop flexibility.

Learning Objectives	Warm Up/ Cool Down	Main activity	STEP	Teaching Points
1. To be able to stretch and curl my body when rolling.	<p>Warm up - Lily pads:</p> <p>Couple of children are 'on', these children have to try and tag the others who are only allowed on the mats and they move away from the taggers by jumping from one mat to another.</p> <p>Dynamic stretches around the lily pads!</p> <p>Cool down - Choose a few groups to perform and ask audience to</p>	<p><i>Individual Activity 1:</i></p> <p>Show children a stretched and a curled body position. Children copy. Then ask the children if they can remember any rolls from Reception when their body is stretched or curled. Children go and explore egg roll, pencil roll and teddy bear roll. Teacher to discuss stretched and curled body position linking to teaching points. Use good examples to share with the class.</p> <p><i>Individual Activity 2:</i></p> <p>Model a dish roll. Explain how it is still a stretched roll but holding the dish shape is trickier than performing a pencil roll. Children practise, and teacher to choose good examples to show.</p> <p><i>Paired activity:</i></p>	<p>Red roll wedges are available to support those children who find rolling difficult.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Hug your knees into your body when holding a curled shape.</li><li>• Point your fingers and toes when holding a stretched shape.</li><li>• Do a roll slowly to hold a stretched/curled shape.</li></ul>



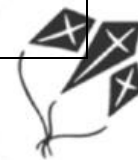


	give good feedback if they have seen curled or stretched body shapes.	Choose two rolls to practise and perform with a partner. Teacher to demonstrate doing a roll at the same time or one after the other. Explain to children how they can make their own choice which way they perform these rolls with their partner.	Children self-select rolls. Unison/cannon is taught to those pupils who require additional challenge.	
2. To be able to use stretched and curled rolls in a sequence.	<p><b><u>Warm up - Bean game</u></b></p> <p>Jelly bean- move body like jelly.</p> <p>Running bean – run!</p> <p>Jumping bean – jump!</p> <p>Broad bean – make body wide and walk.</p> <p>Baked bean – lie down and sunbathe.</p> <p>Cool down - Choose a few groups to perform and ask audience to give good feedback if they have seen curled or stretched body shapes.</p>	<p><i>Individual Activity:</i></p> <p>Share the side roll from kneeling. Model how to do this using the teaching points. Give children time to practise the roll independently.</p> <p><i>Paired activity:</i></p> <p>Teacher to use a partner to model collecting following resources to create a sequence:</p> <p>2 rolls.</p> <p>2 animal movements.</p> <p>Ensure children have a clear start and finish to their routine.</p> <p><i>Challenge: can children do some movements at the same time (UNISON) or one after the other (CANON)? (STEP)</i></p> <p>Children practise these sequences in pairs ready to perform.</p>	Children self-select rolls.	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Hug your knees into your body when holding a curled shape.</li><li>• Point your fingers and toes when holding a stretched shape.</li><li>• Do a roll slowly and with control to hold a stretched/curled shape.</li></ul>





<p>3. To be able to perform a sequence involving rolls.</p>	<p>Warm up - Cats and Mice</p> <p>5 children are given a band to show they are cats. Rest of class are given a tag that they hold behind them like a tail. Teacher to model how the cats have to chase the mice to snatch their tail! Model how the cat always gives the mouse their tail back and goes to get someone else so that all children can continue to be involved in the warm up. Remind children of prior learning regarding running safely in a space.</p> <p>Cool down - Half the class perform and the other half watch and give feedback. Then swap so all children</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model forward roll using the teaching points. Children practise copying this roll using the variety of mats: 2 red wedges mats, 2 crash mats rolled up and then standard mats.</p> <p><i>Paired/Group activity:</i></p> <p>In pairs/ 3s children create a sequence to perform with:</p> <ul style="list-style-type: none"><li>• 2 rolls.</li><li>• 2 animal movements.</li><li>• Clear start and finish position.</li></ul>	<p>Variety of mats.</p> <p>Task adapted for those that find it tricky - start in roll position then do shoulder roll.</p> <p>Self select rolls and mats.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Tuck in your chin;</li><li>• Squat to start, squat to finish;</li><li>• Hands shoulder-width apart, use them to push through the roll.</li></ul>
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	have opportunity to perform.			
4. To be able to perform a sequence involving rolls.	<p>Warm up - Numbers WarmUp:</p> <ol style="list-style-type: none"><li>1. Change direction</li><li>2. Jump as high as you can.</li><li>3. 3 star jumps</li><li>4. 4 frog jumps</li></ol> <p>Cool down - Half the class perform and the other half watch and give feedback. Then swap so all children have opportunity to perform.</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model backward roll using the teaching points. Give children chance to practise this and the forward roll from last week. Explain to children not to overdo the backward roll so they do not hurt their head!</p> <p><i>Paired/Group activity:</i></p> <p>In pairs/ 3s children create a sequence to perform with:</p> <ul style="list-style-type: none"><li>• 3 rolls.</li><li>• 2 animal movements.</li><li>• Clear start and finish position.</li></ul>	Self-select rolls.	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Use a squat position to help you roll.</li><li>• Hands facing up by side of head.</li><li>• Push hands through the roll to bring head clear of the floor.</li></ul>
5. To jump in stretched and tucked up positions.	<p>Warm up - Mr Men warmup:</p> <p>Mr Tall – walk on tiptoes</p> <p>Mr Bounce – jump with 2 feet together</p> <p>Mr Rush – rush around (run)</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model different stretched out shapes. Show springing into the air and stretching body out whilst in the air, doing the following jumps: tuck, star, pencil. Standing on the gym floor, children practise jumps modelled by the teacher.</p> <p><i>Individual activity 2:</i></p> <p>Teacher to model safe jumping off the apparatus (looking, jump on a mat, bend knees on landing).</p>	Children self-select the jumps and apparatus they use.	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Bend knees in take-off and landing;</li><li>• Point toes and fingers when stretching body;</li><li>• Tuck arms and legs in when doing a tucked jump.</li></ul>



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	<p>Mr Jelly – move body like jelly</p> <p>Mr Lazy – lying down!</p> <p>Cool down - Choose some good examples to share, highlighting jumps that reflect the teaching points.</p>	<p>Children to experiment doing these off apparatus. Animal cards are left around the room for children to investigate interesting ways of moving along the apparatus before jumping off.</p> <p><i>Paired activity:</i></p> <p>In pairs children work on a sequence to perform that includes:</p> <ul style="list-style-type: none"> <li>• 2 animal movements</li> <li>• 2 jumps</li> <li>• Clear start and finish</li> </ul>	<p>Self-select difficulty of rolls and jumps.</p>	
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6. To perform a sequence involving rolls and jumps.	<p>Warm up - High 5s warmup:</p> <p>Moving safely around the apparatus, shout out these instructions:</p> <ul style="list-style-type: none"><li>• High 5</li><li>• Low 5</li><li>• Change direction</li><li>• Jump!</li><li>• Skip!</li></ul> <p>Cool down - Choose a few groups to perform and ask audience to give good feedback if they have seen curled or stretched body shapes.</p>	<p><i>Individual Activity:</i></p> <p>Apparatus setup the same as last week but now separated into 3 zones. Children spend 5 minutes in each zone exploring jumps and rolls incorporating the apparatus. Teacher to model how to jump off the apparatus in an interesting shape, before performing a roll using the teaching points.</p> <p><i>Paired activity:</i></p> <p>Practise and perform a sequence with:</p> <ul style="list-style-type: none"><li>• 2 jumps.</li><li>• 2 rolls.</li><li>• Clear start/finish.</li></ul>	<p>Self-select the rolls, jumps and apparatus in each zone that is used.</p>	<p>Can I remember and perform actions?</p> <p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Bend knees in take-off and landing (like a frog).</li><li>• Stand up after landing (like a soldier).</li><li>• Roll slowly holding the stretched/ tucked shape.</li></ul>
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## Key Stage 2 Example - Gymnastics Skills Medium Term Plan (Year 6 Spring/Flight)

### Skills:

- Create complex and well-executed sequences that include a full range of balances, swinging, springing and flight movements, vaults, inversions and bending, stretching and twisting movements and gestures.
- Hold shapes that are fluent and expressive.
- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to spring.

Learning Objectives	Warm Up	Main activity	STEP	Teaching Points
<p>1. To use fast and slow rolls in a sequence.</p> <p>(prior to lesson, discuss Max Whitlock- our greatest ever gymnast- and share video footage of his floor routine at Rio 2016. <a href="https://www.youtube.com/watch?v=zNluluv4eE0">https://www.youtube.com/watch?v=zNluluv4eE0</a>)</p>	<p>Warm up - Shark Attack</p> <p>Mats around the gym. A few children are chosen as sharks, the rest of the class are fish. The children move around the space not going on the gym. The sharks stay close to the fish (this warmup is good for marking) but cannot tag the fish yet. Once the teacher shouts 'Shark Attack!' the fish try to run onto a mat. If tagged, they become a shark. If not tagged they remain a</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model the diving forward roll. Firstly show and remind children of the key parts of a basic forward roll (STEP). Then model how this can be adapted to a diving forward roll. Children to explore.</p> <p><b>Self assess on whiteboard.</b></p> <p><i>Paired activity:</i></p> <p>Teacher to model how with the forward roll we can try and do these fast and slow. Remember at all times we are trying to show control with our bodies. With a partner, children practise a roll of their choice with one doing it fast, one doing it slow then swap. <b>Peer assess: tell your partner 1</b></p>	<p>Children select whether they are doing a diving forward roll or revisiting the normal forward roll from squat start. Red wedge mats out and available to assist those that require support.</p> <p>Self-select rolls from previous years of learning.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> <li>• Two hands down on the mat.</li> <li>• Chin tucked into chest.</li> <li>• Use the momentum of the roll to finish in a squat without using your hands.</li> </ul>





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	<p>fish. Repeat the game until only a few children are fish, then they can be the chosen sharks in the next round!</p> <p>Stretch spots used for stretches</p> <p>Cool down - Watch some good examples.</p> <p>Reflection question whilst rolling a ball.</p>	<p>thing they are doing well and 1 thing they could improve (linked to teaching points)</p> <p><i>Group activity:</i></p> <p>Remind children of Max Whitlock. Using long mats, children try to put 3 or 4 rolls into a long sequence. They try to have 1 fast and 1 slow roll.</p>	<p>Self-select rolls from previous years of learning.</p>	
<p>2. To be able to perform rotations on the floor.</p>	<p>Warm up - Lily Pad Tag:</p> <p>3 children are selected as taggers and can move anywhere around the gym. The rest of the children have to jump to and from the mats (lily pads) trying to avoid the taggers. If tagged/not on the mat they become 'stuck' like stuck in the mud until a non-tagger</p>	<p><i>Individual Activity:</i></p> <p>Teacher/child to model a cartwheel. Discuss how it is not perfect and link to growth mindset. Share a basic rotation (beginnings of a cartwheel), and a near perfect cartwheel. Discuss teaching points and share labelled diagram. Children go and practise (teacher to encourage Have a Go Horse/Persevering Penguin). When children have had some time practising this, share excellent examples of a cartwheel for children to aspire to.</p> <p><b>SELF ASSESS</b> on whiteboard</p>	<p>Task is adapted - basic rotation is like a bunny jump. One handed cartwheel available to further challenge those pupils who have succeeded in the two handed cartwheel.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Always place your hands down correctly for a cartwheel.</li><li>• Land on your feet facing opposite to where you started.</li><li>• Keep your legs straight and apart.</li></ul>





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	<p>rescues them by running under their arms. Then they are back in the game and continue.</p> <p>Cool down - Share a couple of examples.</p>	<p><i>Paired activity:</i></p> <p>Model to children unison and cannon. Remind the children about how we can use these to perform routines in different ways. Children practise cartwheels or a roll of their choice in unison and cannon, selecting which one they prefer. Share a good example of unison and of cannon.</p> <p><b>PEER ASSESS</b> on whiteboard</p> <p><i>Paired/Group activity:</i></p> <p>Reminding themselves of prior learning in previous years, children create a sequence that includes:</p> <ul style="list-style-type: none"> <li>• 2 or 3 rolls</li> <li>• Clear start or finish</li> <li>• Unison and/or cannon</li> </ul>	Self-select rolls.	
3. To spring from apparatus in a variety of shapes.	<p>Warm up - Jumping warm up:</p> <p>Teacher to model star, pencil, tuck jumps. Moving round the room, children follow these instructions using the teaching points.</p> <p>Static stretches.</p>	<p><i>Individual Activity:</i></p> <p>Teacher to use pictures/a child to model pike and straddle jumps. Apparatus in the gym is split into 3 zones and children are split into 3 groups. Children explore an area of apparatus for 5 minutes, focussing on using the 5 jumps: star, pencil, tuck, straddle, pike. After 5 minutes swap the children round so all have a go at the various apparatus.</p>	Self-select jump and apparatus they use in their zone.	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> <li>• Swing your arms to begin with.</li> <li>• Use a stretched or tucked shape.</li> <li>• Bend your knees on landing.</li> </ul>



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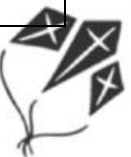


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	<p>Cool down - Share good examples.</p> <p>Reflection question whilst rolling a ball</p>	<p><i>Paired activity:</i> Staying in one zone, children create a sequence that involves:</p> <ul style="list-style-type: none"> <li>• 2 different jumps</li> <li>• 2 different rolls (from last week)</li> <li>• Clear start and finish.</li> </ul>	<p>Children self-select the rolls and jumps.</p> <p>Challenge children to work in larger groups to create a performance.</p>	
<p>4. To be able to vault onto equipment quickly yet safely.</p>	<p>Warm up - Travel and balance.</p> <p>Children move carefully around the gym in a method of travel shouted out by the teacher (run, hop, skip, jump etc). When there is a clap, the children find a counterbalance spot and try to hold it with a partner for 5 seconds. They then move again using a new method of travel.</p>	<p><i>Individual Activity:</i> Vaulting. Teacher to share pictures of vaulting and demonstrate linked to the teaching points. The class is split in two groups, with one group practising on the benches independently, whilst the other children work on the table tops/pommel horse under the supervision of the teacher. Then swap. Children choose task to have a go at (STEP) and self-assess on the whiteboard.</p> <p><i>Paired/Group Activity:</i></p> <p>Children create a sequence with:</p> <ul style="list-style-type: none"> <li>• At least 1 vault</li> <li>• 2 jumps</li> <li>• 2 rolls</li> </ul>	<p>Self-select task</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"> <li>• Fix your eyes on the target when running.</li> <li>• On your last running stride put your 2 feet together and jump with high knees.</li> <li>• Land in a crouched frog position with two hands on the apparatus.</li> </ul>



	<p>Cool down - Watch some good examples of sequences.</p> <p>Then finish with reflection question</p>			
5. To be able to spring off apparatus using a rotation.	<p>Warm up - High 5s and low 5s.</p> <p>Children move around the gym in different ways eg walking, running, hopping, skipping and when the teacher shouts out High 5 they jump up with a partner and high 5 (same with a low 5)</p> <p>Stretch spots</p> <p>Cool down - Watch some good examples of sequences.</p>	<p><i>Individual Activity:</i></p> <p>Teacher to model round off, with a volunteer showing too. Show how to use the apparatus safely with the teaching points. Remind children to begin on benches, then move onto table tops and then the pommel horse (teacher to help at the pommel horse).</p> <p><i>Paired activity:</i></p> <p>Children create a sequence which includes:</p> <ul style="list-style-type: none"><li>• 2 jumps from apparatus (could include a roundoff).</li><li>• 2 movements on the floor.</li></ul>	<p>Children self-select the apparatus they perform from, and the complexity of the round-off.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Place hands in the round off position.</li><li>• Turn the shoulders by a quarter turn.</li><li>• Land bending your knees with both feet facing the opposite direction to take off.</li></ul>





6. To be able to perform rolls and jumps safely when using high apparatus.	<p>Warm up – High 5s, low 5s.</p> <p>Cool down - Half term self assessment. Discuss half term of gymnastics and children say 2 things they think they are now good at (2 learning lions), and 1 thing they'd like to improve (a Be Better Bee).</p>	<p><i>Individual Activity:</i></p> <p>Split class into 4 and give coloured bib. In these 4 coloured groups, children move around the 3 sections of wall bars and 1 area of high apparatus that has been set up.</p> <p>Children encouraged to use variety of jumps and rolls they have learnt in <b>SUITABLE PLACES</b> around the gym (teacher to model where and when this would be appropriate).</p> <p>Explain safety to children regarding wall bars:</p> <ul style="list-style-type: none"><li>- not through top part;</li><li>- not jumping from above teacher's height (dependent on teacher but don't want them jumping from higher than 5 and a half feet!)</li><li>- look before you jump.</li><li>- bend your knees on landing more than normal.</li></ul>	<p>Can I use flight and rolls in a variety of different and safe ways?</p> <p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Use a stretched or tucked shape for jumps and rolls.</li><li>• Bend your knees on landing from a jump before standing up tall.</li><li>• Perform rolls with control on a mat.</li></ul>
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